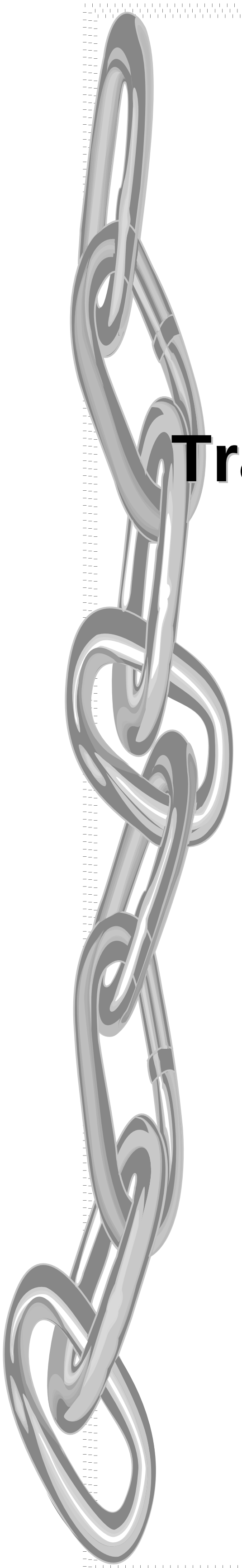
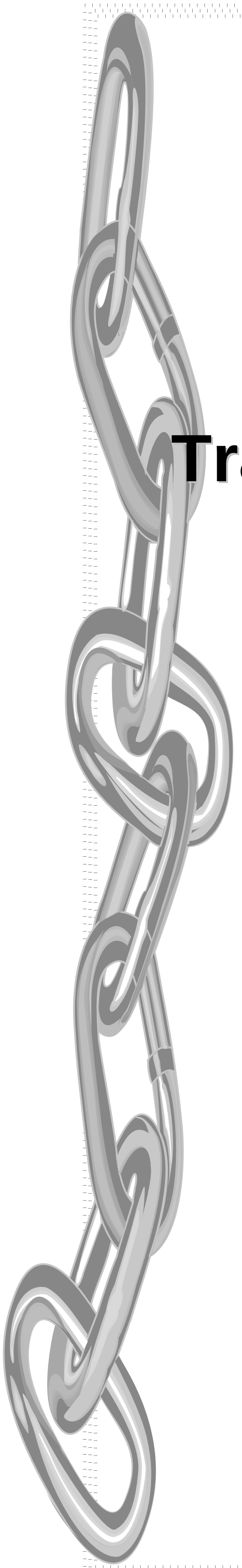


Training-for-Results Chain (TRC)

Trainers Manual

November 1999

Developed by USAID/E&E Bureau



Training-for-Results Chain (TRC)

Trainers Manual

November 1999

E&E/EEUD (E&E Training Office)
U.S.Agency for International Development
Washington, D.C. 20523

This report was prepared for E&E/EEUD, U.S. Agency for International Development by the International Science and Technology Institute, Inc. (ISTI) and Training Resources Group, Inc. (TRG) under Indefinite Quantity Contract AEP-0085-I-6017: Delivery Order 8.

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http://www.dec.org

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PART ONE – INTRODUCTION

Description of the TRC Training Session

Title:	Introduction to the Training for Results Chain
Objectives:	By the end of the training session, individuals will be able to: • Use the Training-for-Results Chain (TRC) to help design and monitor training events that support the achievement of Mission Strategic Objectives and Results Frameworks; and • Use the Training for Results Chain to complete a Training Events Request Form (TERF) on the Training Events On-line (TEOL) system.
Audience	USAID Mission staff, extended SO team members, and training providers.
Number of Trainees:	4-16
Length of Training	Two days for all sessions.
Methodology	Lecturettes, small group activities, readings

Introduction to the Training for Results Chain

Agenda

Day 1	Day 2
8:30 Registration / Name Cards 9:00 Opening, Introductions, Icebreaker, 9:30 Icebreaker, Objectives 10:15 Break 10:30 Introduction to the Training for Results Chain 11:00 Overview of Links 1-4 of the TRC 11:30 Banner Map Exercise, Part 1	9:00 Overview of the Day 9:05 Linking the TRC to the Training Events Request Form on the TEOL 9:30 TEOL Computer work 10:00 Break 10:15 TEOL Computer Practice Session 11:00 Overview of the Monitoring and Evaluation Links of the TRC 11:30 Group Activity
12:15 Lunch	12:15 Lunch
1:15 Banner Map Exercise, con't 1:30 Reports 2:15 Break 2:30 Overview of Links 5-8 of the TRC 3:00 Banner Map Exercise, Part 2 4:00 Banner Map Reports 4:30 Review of Day / Overview of Day 2 4:45 Adjourn	1:15 Group Reports 1:45 Application Plan 2:15 Group Reports on Application Plans 2:45 Evaluation Certificates (optional) / Closing Comments 3:00 Adjourn

Materials and Supplies Needed

- TRC Workbook, TRC Poster, and TEOL User's Guide for each participant
- Flipchart stands and paper, magic markers and masking tape
- Overhead projector or LCD projector
- Computer(s) with stand-alone TEOL system
- Ice Breaker Flipcharts, Banner Maps, Overhead presentations
- Handouts of TRC Exercises 1-16 and Performance Monitoring Plan for Training forms
- Evaluation Form
- Mission R-4 and Training Plan
- Meeting room with round tables and chairs
- 5x7 cards + glue, stars, glitter, felt tip colored pens (optional) – for name cards
- Notebook Paper and Pens for group
- Secretarial support to type banner maps and application plans (optional)
- Certificates (optional)

PART TWO – TRAINING DESIGN

Introduction to the Training for Results Chain
Detailed Training Design

DAY 1

8:30 Ask each person to make a name cards (5x7 cards, magic markers, and glitter) (*Flipchart 1 - Task)

9:00 Welcome

- Facilitator or sponsor of training session – USAID program officer or training contractor – briefly welcomes group.

9:10 Introductions

- Start the session with a getting acquainted exercise – having everyone introduce themselves, using the name card they created. (*Flipchart 2 - Task)

9:30 Overview of Training-for-Results Chain (TRC)

- Explain that the next 2 days will focus on how to use the Training for Results Chain to design and monitor training events. And how to use your work in the Training Events On-Line system.

- To get started, let's take a couple of minutes to think about your experience with designing training and using the TRC.
 (Refer to disc and appendices - Icebreakers. ppt. for images and metaphors)

- Introduce Small Group Activity Task (*Flipchart 3 – Task)

  ✓ Round One: TASK - On the wall are some pictures. Look around and select the one that most closely reflects how you feel about your role in designing training.

  Get up and move to that picture - Select a spokesperson to report out. Discuss with others why you selected that picture. (10 minutes)

  Ask the spokesperson from each group to explain why they selected the picture.

- Introduce Round 2 - (*Flipchart 4 – Task)

- ✓ Round Two: (Reveal metaphors). TASK- Look around again and select the metaphor that most closely reflects your experience with using the Training-for-Results Chain to design training. Move to that metaphor, select a spokesperson, and discuss with the others why you selected that picture. (10 minutes).

  Ask group spokesperson to comment on why they selected the picture.

- Introduce the objectives and agenda of the TRC training session, Use comments from the group if appropriate.

10:00 Objectives and Agenda of the Training Session and Guidelines for Working Together.

(*Flipchart 5 & 6)

- Review the objective of the session
- Get agreement on the Guidelines for Working Together

10:15 Break (Distribute the TRC Workbooks and posters during break)

10:30 Introduction to the Training-for-Results Chain Workbook

- Welcome everyone back. Tell them they now have their own copy of the TRC workbook and a poster of the TRC.

- Briefly explain why the TRC workbook was developed– - training is a critical component of most Mission programs, but training is sometimes not as integrated into the Mission's program as it could be. After conducting a needs assessment, the E&E training office developed a tool that will help Mission Staff, extended SO teams, and training providers be more strategic in planning and monitoring training events so they better support the Mission's Strategic Objectives and Results Framework.

- Explain that most of the next 2 days will be spent working through the planning and monitoring phases of the Training for Results Chain, but the workbook contains important reference material that will be helpful to the users. So let's go through the workbook

- Use TRC Background presentation.ppt – overheads or LCD – to provide an overview of the TRC workbook.

- Ask if there are any questions or comments

- Summarize: The TRC workbook is a tool to help you be more strategic when you are designing and monitoring training events. Now let's look at the Planning Phase in more detail.

11:00 Overview of the Planning Phase of the TRC (Chapter 4 of the Workbook)

- To get started, ask the group some questions, such as:

  - ✓ How do you design training events now?
  - ✓ How do you use the Mission's Strategic Plan and Results Framework to design training?
  - ✓ How do you involve partner organizations and workgroups (ministries, NGOs, those who will benefit from the training) in the design of training?
  - ✓ Why would it be useful to involve these groups during the planning phase?

- Use the group's responses to begin the presentation of Chapter 4 of the workbook. – A process to help integrate training into the achievement of Strategic Results.

- Present <u>TRC Links 1-4 Presentation.ppt</u>

  - Let's take a closer look at the first four Links of the TRC - the SO, IR, Partner Organization, and Work Group Links

11:30 Banner Map Exercise, Part 1

- Tell the group - You will now have a chance to use some of the exercises in the workbook. As you saw in the overview, the TRC workbook contains a number of exercises to help you plan a training event. The exercises are on yellow paper in Chapter 4 of the workbook.

- Your task is to begin planning a training event – in your group, select a Strategic Objective, then focus on one IR, then identify the partner organizations and work groups that will benefit from the training.

- You can use a real life example or a hypothetical example for this exercise.

- There are Banner Maps on the wall to work with (refer to Flipchart 7 or Overhead Master for Banner Map design)

(*Flipchart 8 –Banner Map Task – Part 1)

(Hand out copies of the exercises as reference so they don't have to use the ones in the book)

12:15 LUNCH

1:15 Complete Banner Map Exercise

1:30 Gallery Walk / Report Outs

- Bring groups back together and do a gallery walk – have everyone walk around and look at all the banners

- Ask each group to quickly report on the SO, IR, PO, and WG they are focusing on. (Each group reports out on their Banner Map - 5-6 minutes each) + discussion / questions

2:15 Break

2:30 Overview of Links 5-8

- Trainee Learning, Training Applications, Training Event, Training Management

(*Use TRC Links 5-8 Presentation.ppt)

- Quickly review TRC workbook, Link 5 – 8, exercises 7-16
- The most important part of this section is to link what you did in Exercises 1-6 to planning an actual training event.
- Review definitions of KSAs
- Link KSAs to training objectives
- Review workbook exercises 7-16. Ask group to focus on 7-11 to complete the banner map

3:00 Banner Map Exercise, Part 2

(*Flipchart 8 – Banner Map Task - Part 2)

- Explain the exercise

- Resources - Sample Mission Training Plan, Banner Map, Exercises 7-16

4:00 Banner Map Reports from each group –

- Ask each group to quickly report on what they have put on the Banner Map. Take any quick questions.

4:30 Review of day / overview of Day 2/ Assignment

- Ask for feedback on the day.
  - What did you like about today?
  - What should we do differently tomorrow?

- Tomorrow we will see how the TRC planning process links to the TEOL and also talk about how to monitor the impact of training on the achievement of the mission's strategic objectives.

- Assignment for Tonight - Ask group to review the TRC workbook

4:45 Adjourn

DAY 2

9:00 Overview of the Day

- Explain how the day is structured – to focus on how the TRC links to the TEOL and to discuss the monitoring and evaluation components of the TRC.

9:05 Linking the TRC with the TEOL – New and Improved Model

- This morning we are going to look at the revised version of the TEOL and how the work you did yesterday fits into the Training Events Request Form. We will have time for hands-on practice.

- Our objectives for the day (*Flipchart 10 – TEOL Objectives)

  By the end of the session you will be able to:

  ✓ Describe the areas of the TEOL system and their purpose in an E&E Training Plan.

  ✓ Transfer TRC exercises to appropriate Training Event Request Form sections.

  ✓ Demonstrate how to use the revised/improved TEOL system, especially the Training Event Request Form.

- Overview of TEOL. Begin by explaining how the TEOL can be used –the results of the TRC can be transferred directly to TEOL/TERF.

(*Flipchart 11 – Uses of TEOL)

- The TEOL can be used to:

  ✓ Share Training Plans among Missions (can help trigger ideas for potential training events, formulate regional training events, and coordinate cross-cutting training events),

  ✓ Standardize a process which models/reflects the critical thinking used in the Training-for-Results Chain, and

  ✓ Streamline the approval process – while still allowing for hardcopy if preferred.

(Linking TRC to TEOL.ppt)

- Go through overheads
  - Using TRC chain, show how planning side and M&E side link to TEOL
  -
  - Explain the NEW and IMPROVED TEOL – 4 components
    - Repository
    - Training Events Request Form (TERF)
    - Executive Narrative
    - Summary

- Summarize: Explain that the TRC can be used to complete the TEOL, which produces a uniform training plan.

(TEOL Instructions.doc)

- Handout the TEOL instructions and review key points.

9:30 TEOL/TRC Exercises (Flipchart 12 – Task)

- We're now ready to practice by going to the computers and entering the data you generated yesterday in the Banner Mapping Exercises.

TASK:

- ✓ Return to groups and Banner Maps

- ✓ In your group, use the data on your Banner Map to begin a Training Event Request Form using the TEOL.

Resources – Computers loaded with TEOL or networked to TEOL site.

(Use the TEOL Small Group Exercise.doc handout)

10:00 TEOL Practice

- TASK: practice using the TEOL in other ways.

- This practice will allow you time to orient yourself within the system, see how to move between sections, change views and access levels so that you can become familiar with the tool.

10:45 Break

11:00 Overview of TRC M&E and Performance Monitoring Plan for Training

- Make a transition from the TEOL back to the TRC – "we have spent some time planning training events, but how do we show that training has made a difference – that training, in combination with other inputs like Technical Assistance, has had an impact on the achievement of the mission's SOs.?"

- To get started, ask some questions, such as:

  - ✓ How do you monitor and evaluate training now?
  - ✓ Can you show the Mission that the training you have implemented has made a difference to the achievement of SOs
  - ✓ What is your role in the Mission's R4 process?

- Summarize the discussion - training providers already use different types of monitoring and evaluation tools, such as exit interviews and success stories, but many times the impact of training is not reflected when the mission is reporting results (during the R4 process).

- The R4 is a short and concise document, and training will probably not be highlighted under each section. However, if a training intervention has led to a major change in an organization or workgroup, the Mission might want to highlight that in the R4. You are in a good position to provide this kind of information to the mission.

- Let's look at Chapter Five of the TRC Workbook on the Monitoring and Evaluation which includes a prototype Performance Monitoring Plan for Training that may be useful in summarizing the results of training and providing information to the mission that can be used to support the R4 process.

(Present the TRC M&E Presentation.ppt)

- The objectives of this session are to:
  - ✓ Identify possible ways to use the TRC to support the monitoring and evaluation of training.

  - ✓ Review the components of a performance monitoring plan for training and discuss possible applications to the monitoring and evaluation of training.

- Quickly go through the eight links and highlight some of the PMP-T forms and how they can be used.

- Following the Overhead /PowerPoint presentation, ask some additional questions, such as:

  - ✓ Do you currently summarize any of the final reports or success stories you have collected?
  - ✓ Have you collected any other information that may be useful to the Mission in capturing results?
  - ✓ Are you asked to provide information on the results of training to the mission during the R4 process?
  - ✓ What kind of information does the mission need or want?

- Summarize: There are probably things we can do to raise the awareness of the impact of training on Mission SOs. Let's spend a few minutes identifying some specific steps you can take to make sure that the results of training are available for incorporation into Mission's R4 process.

11:30 Small Group Activity

- Divide the group into smaller teams (have USAID representative in each group) and ask them to discuss the following questions.

(Flipchart 13)

1. What information is useful to Missions for reporting the results and impacts of training and the relationship of training to achieving SOs and IRs?
2. What can you do to more effectively gather, synthesize and summarize the impacts of training on the achievement of IRs and SOs?

12:15 LUNCH

1:15 Report outs from groups

- Ask each group to report on the results of their discussions on Monitoring and Evaluation of Training.

- Following the reports, quickly summarize any key points

- Transition into the application phase of the training session.

- Tell the group that like all good training, it is now time to look at how you will use what you learned when you go back to your office.

2:00 Application Plan

The objective of this final session is to identify how you will use the TRC and TEOL to develop this year's Mission Training Plans.

Task: (Flipchart # 14)

- Meet in your work team
- Discuss following questions:
  - ✓ How will you integrate the TRC and TEOL into the development of this year's Mission training plan?
  - ✓ What steps do you plan to take to increase the awareness of the impact of training on the R4 process?
  - ✓ What additional resources and support do you need to implement your planning, monitoring and evaluation of the training plan?
- Be prepared to make a quick (2-3 minute) report on your team's application plan

2:30 Reports

- After groups have reported out, comment on their plans and thank them for their hard work for the last two days.

3:00 Evaluation

(Hand out Evaluation Form)

- Review the objectives of the session and ask group to complete the evaluation form.

Certificates (Optional)

Closing Remarks

- Thank the group for participating
- Ask if anyone wants to say anything about the sessions
- Close

3:30 Adjourn

PART THREE – FLIPCHARTS & ICEBREAKER VISUALS

Flipchart 1 – Make your own Nametag

Create Your Own Nametag
• Use the resources available to create a UNIQUE, FUN nametag (use the name you would prefer to be called during this workshop). • Be prepared to briefly introduce yourself to the others

Flipchart 2 – Introductions

Brief Introductions
• Name • Job • Organization • Name you wish to be called • Show & explain your Name Card

Flipchart 3– Getting Started Activity, Part 1

Activity – Round One

- On the wall are some pictures. Look around and select the one that most closely reflects how you feel about your role in designing training.
- Get up and move to that picture - Select a spokesperson to report out. Discuss with others why you selected that picture. (10 minutes)
- Ask each group to comment on why they selected the picture.

Flipchart 4 – Getting Started, Part 2

Activity – Round Two

- Look around again and select the picture/metaphor that most closely reflects your experience with using the Training-for-Results Chain to design training.
- Move to that picture, select a spokesperson, and discuss with the others why you selected that picture. (10 minutes).
- Ask each group's spokesperson to comment on why they selected the picture.

Flipchart 5 - Training Session Objectives

Objectives

By the end of the workshop, trainees will be able to:

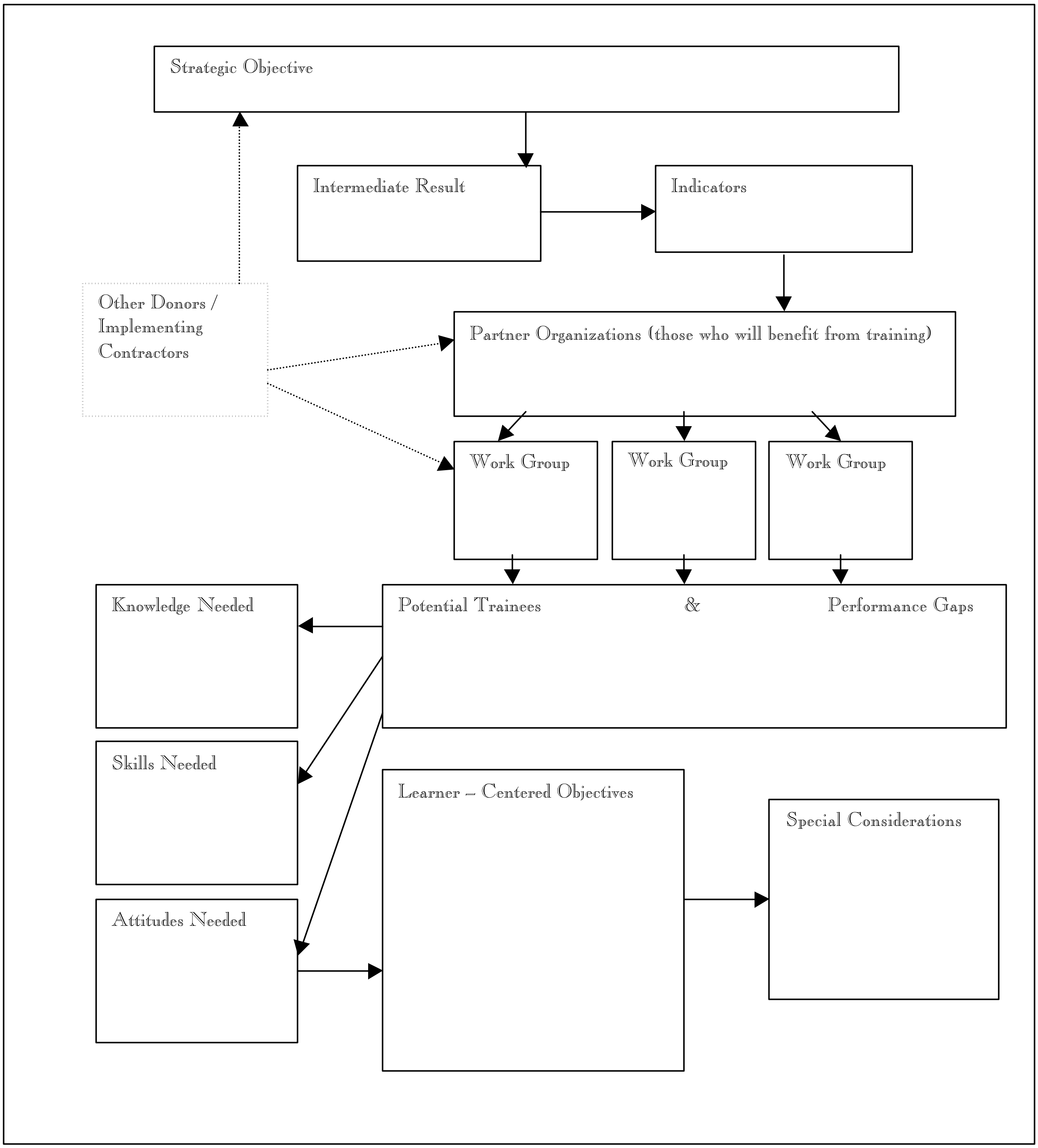
- Use the TRC to help design and monitor training events that support the achievement of the Mission's Results Frameworks,
- Complete a Training Event Request Form using the TRC and the Training Events on-line (TEOL) system.

Flipchart 6 - Guidelines for Working Together

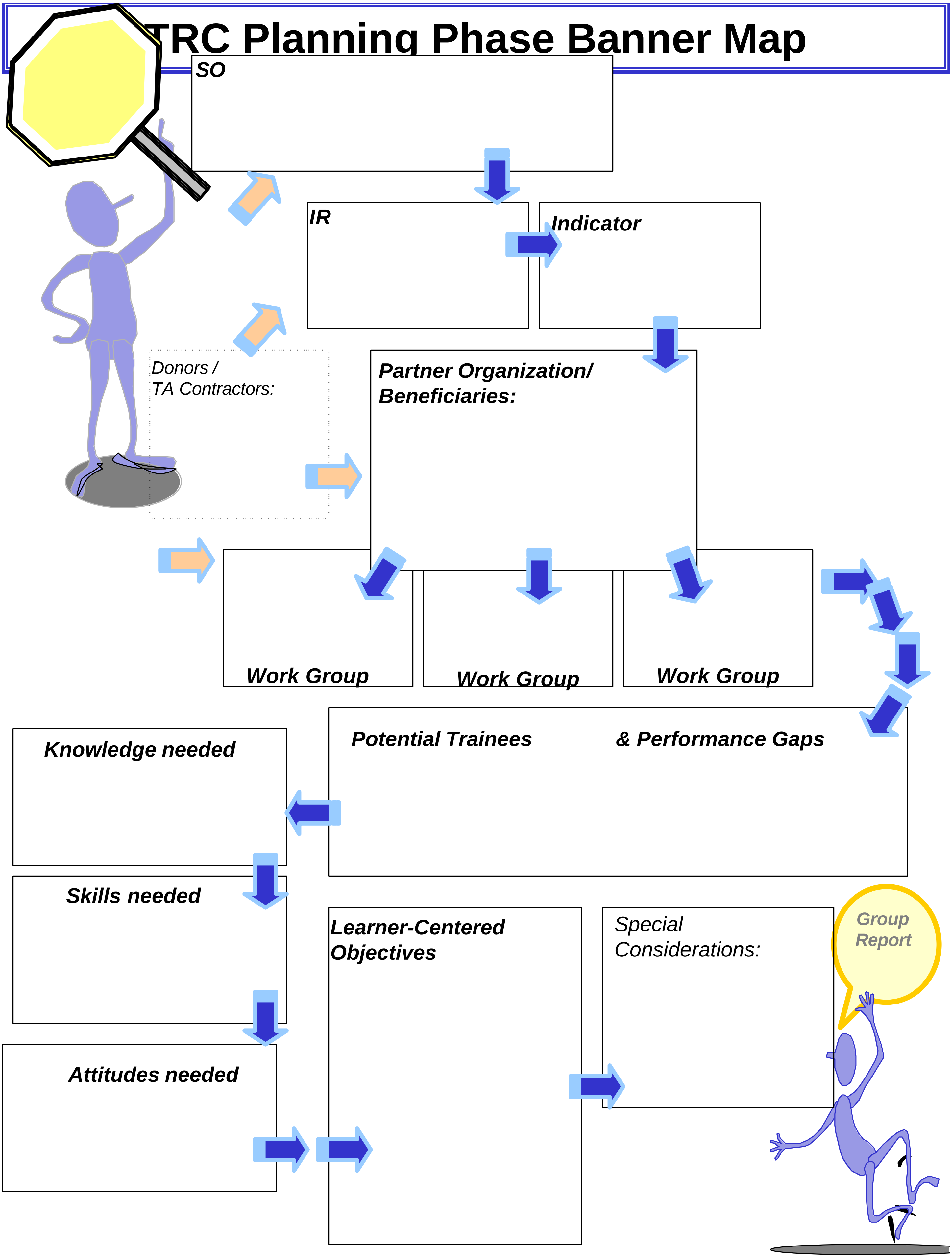
Guidelines for Working Together

- ✓ Participate actively in ALL sessions
- ✓ Ask questions
- ✓ Listen to others / value the opinions of others
- ✓ Speak clearly so everyone can hear you
- ✓ Start and end on time
- ✓ Keep comments short and focused on topic
- ✓ No side conversations
- ✓ Stay positive / have fun
- ✓ Dress casually
- ✓ No smoking in meeting room
- ✓ No cell phones

Flipchart 7 – Banner Map (one for each work group)
(use 4 pieces of flipchart paper, taped together, to make each banner map)



TRC Planning Phase Banner Map



Flipchart 8 – Banner Map Task – Part 1

Task

1. Divide into work groups.
2. Select a leader.
3. Review exercise 1, 2, 3, 4, 5 and 6 in the TRC workbook. (exercises are on yellow paper + handout)
4. Review the Mission Strategic Objectives, Intermediates Results and Indicators.
5. Identify S0s and IRs that have training as part of the Result Package,
6. Select one S0/IRs to focus on.
7. Identify a Partner Organization and/or Work Group that is working on the SO/IR you selected.

Enter this information on the Banner Map and be ready to report out.

Flipchart 9– Banner Map Task Part 2

Task

1. Return to work groups
2. Identify Potential Trainees and Performance Gaps
3. Identify the Knowledge and Skills needed by members of the Working Groups who will participate in the training.
4. Write learner-centered objectives, based on the Knowledge and Skill needs identified
5. Identify any special considerations (numbers of events, location)
6. Review the SO/IRs to make sure the training objectives are relevant.

Complete the Banner Map and be ready to report out

Flipchart 10 – TEOL session objectives – Day 2

Objectives:
By the end of the session you will be able to: • Describe the areas of the TEOL system and their purpose in an E&E Training Plan, • Transfer TRC exercises to appropriate Training Event Request Form sections, and • Demonstrate ability to use the revised/improved TEOL system, especially the TEOL Repository and the Training Event Request Form.

Flipchart 11 – TEOL Key Points

The TEOL can be used to:
• Share Training Plans among Missions • Standardize a process that models/reflects the critical thinking used in the Training-for-Results Chain. • Streamline the approval process at the Mission level.

Flipchart 12 – TEOL Task

TASK
• Return to groups and Banner Maps • In your group, use the data from your Banner Map to begin completing a Training Event Request Form on the TEOL.

Flipchart 13 – Monitoring and Evaluation Discussion Task

Discussion Task
• Divide into small groups or work teams • Select a leader • Discuss the following questions: 1. What information is useful to Missions to report the results / impacts of training and the relationship of training to achieving SOs and IRs? 2. What can you do to more effectively synthesize / summarize the impacts of training on the achievement of IRs and SOs? Be prepared to make a quick report

Flipchart 14 – Application Planning

Task

- In your work team, discuss the following questions:
    - How will you integrate the TRC and TEOL into the development of this year's Mission training plan?
    - What steps do you plan to take to increase the awareness of the impact of training on the R4 process?
    - What additional resources and support do you need to implement your planning, monitoring and evaluation of training?
- Be prepared to make a quick (2-3 minute) report on your application plan

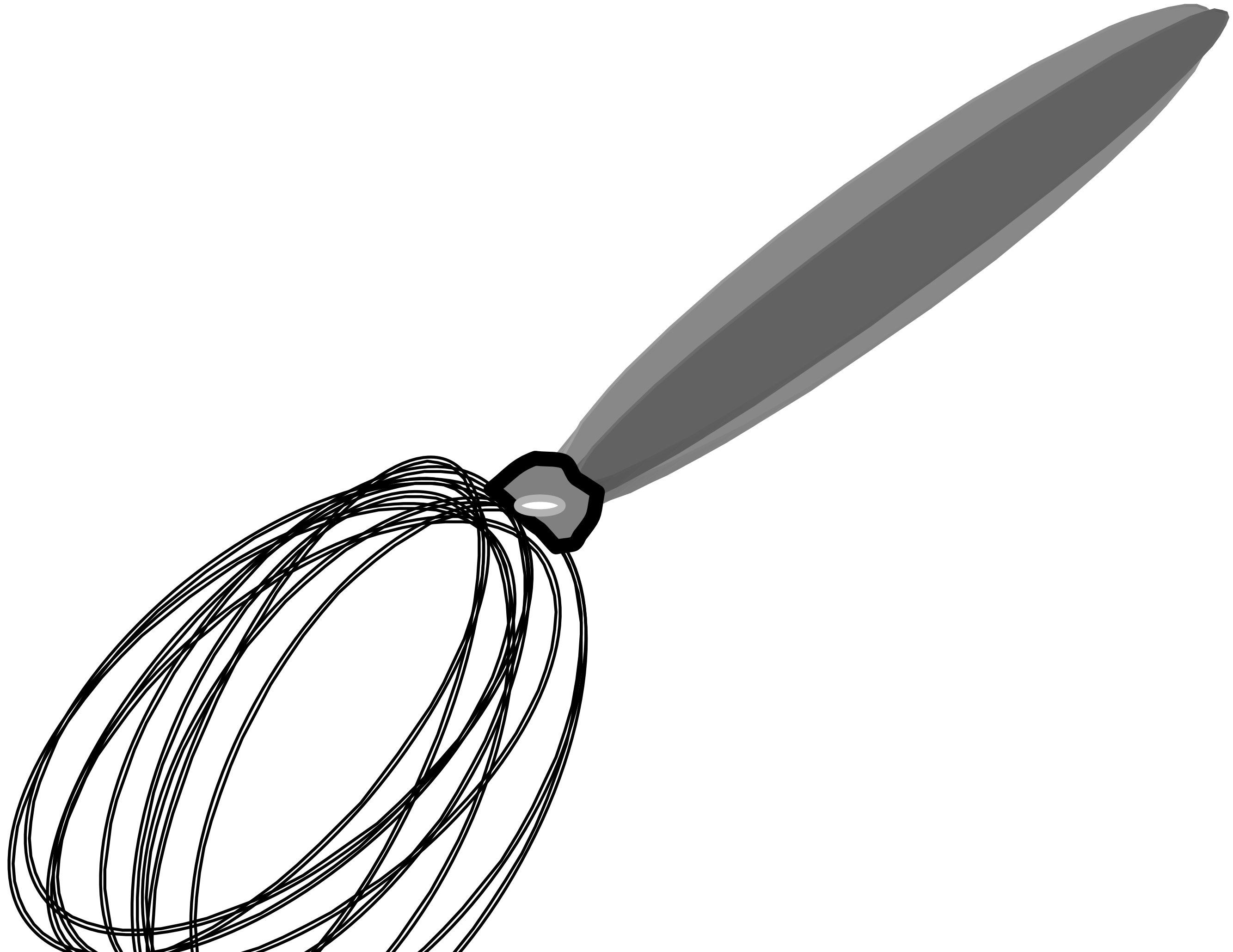
Training-for-Results Chain (TRC) Trainer's Manual

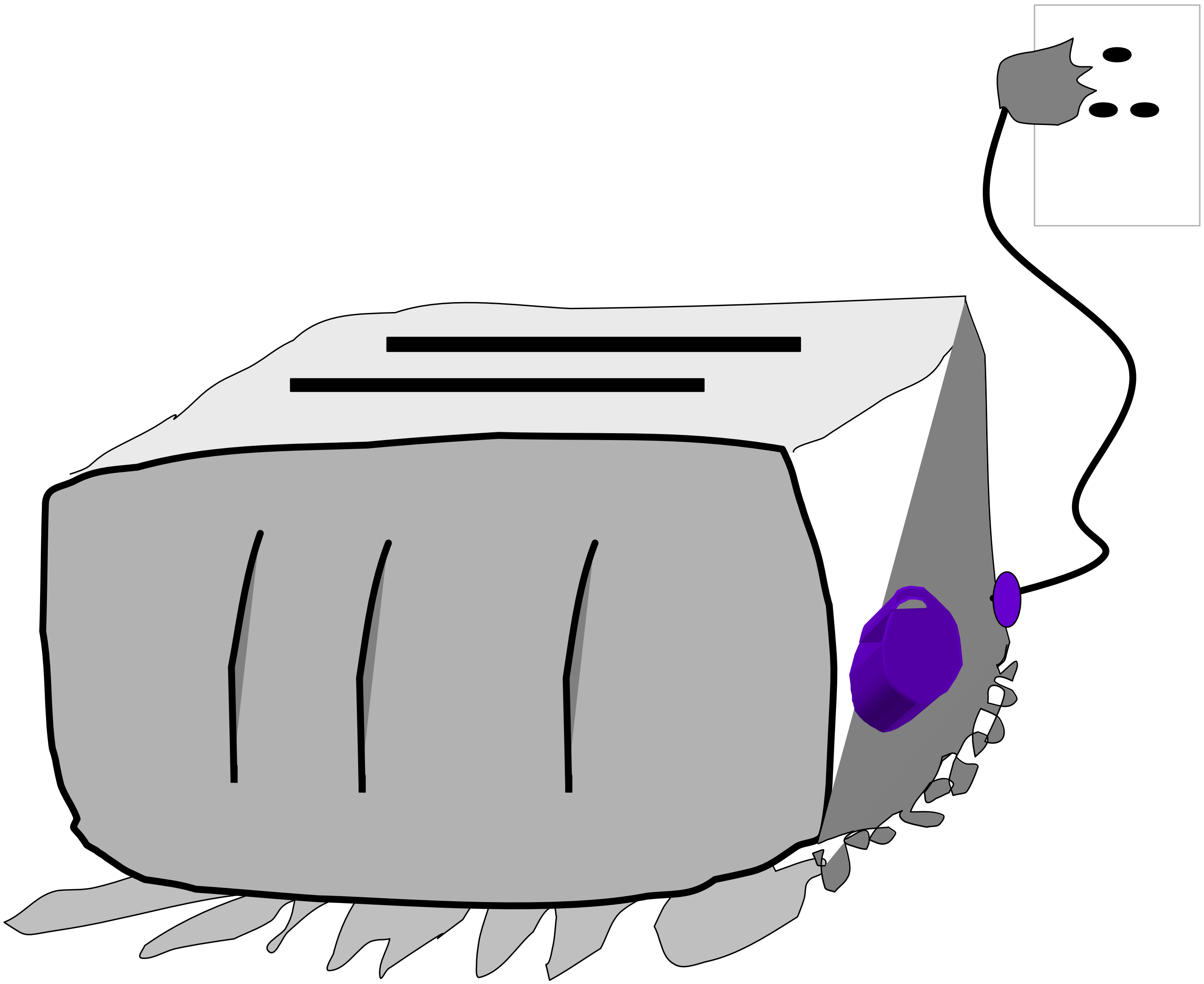
Icebreaker Visuals

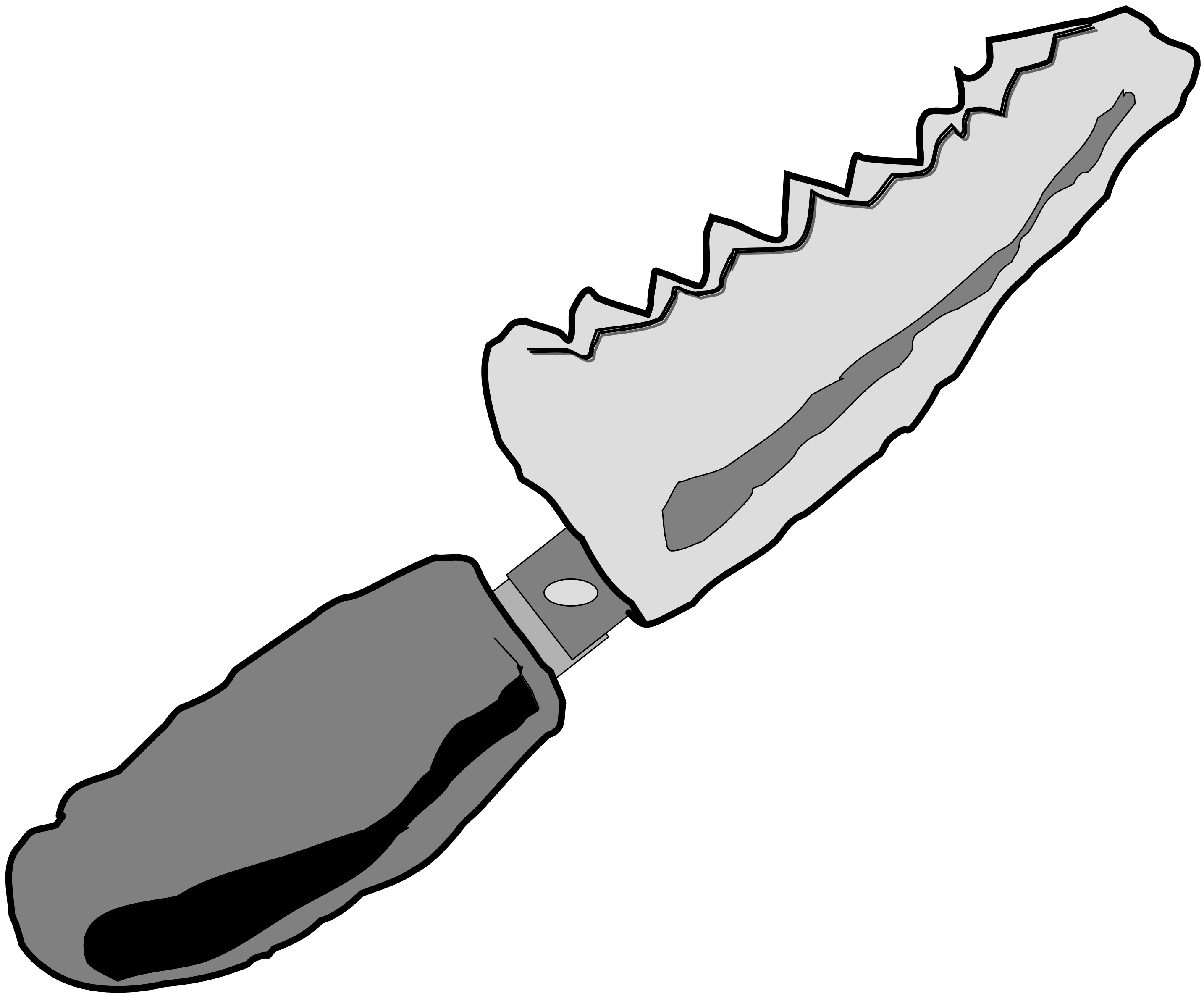
Training Resources Group, Inc.(TRG)

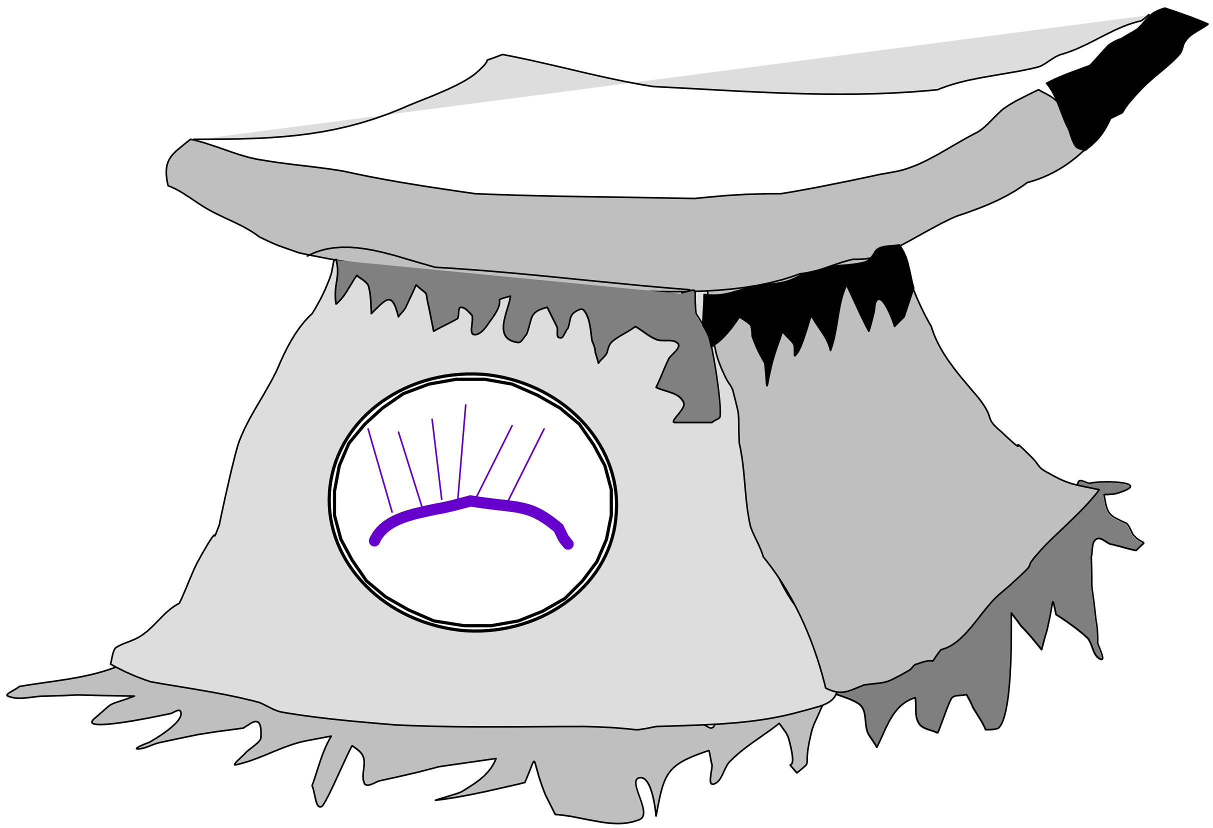
Images

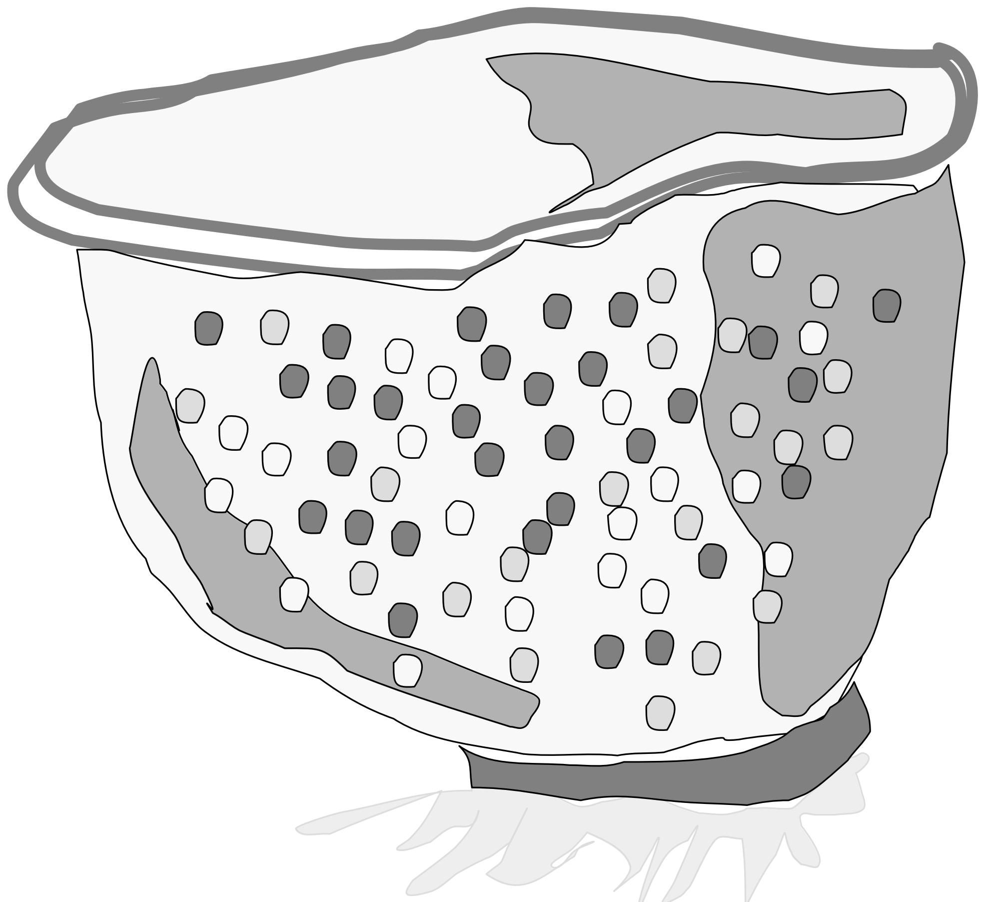
Select the image which most closely reflects how you feel about your work as a training manager











Metaphors

Select the metaphor which most closely reflects how you view the Training for Results Chain as a tool in your work as a training manager

Like entering a dark tunnel without a flashlight

Like being alone on an island

Like riding on a plane in First Class

Like going on Safari

Like piloting a ship through a storm

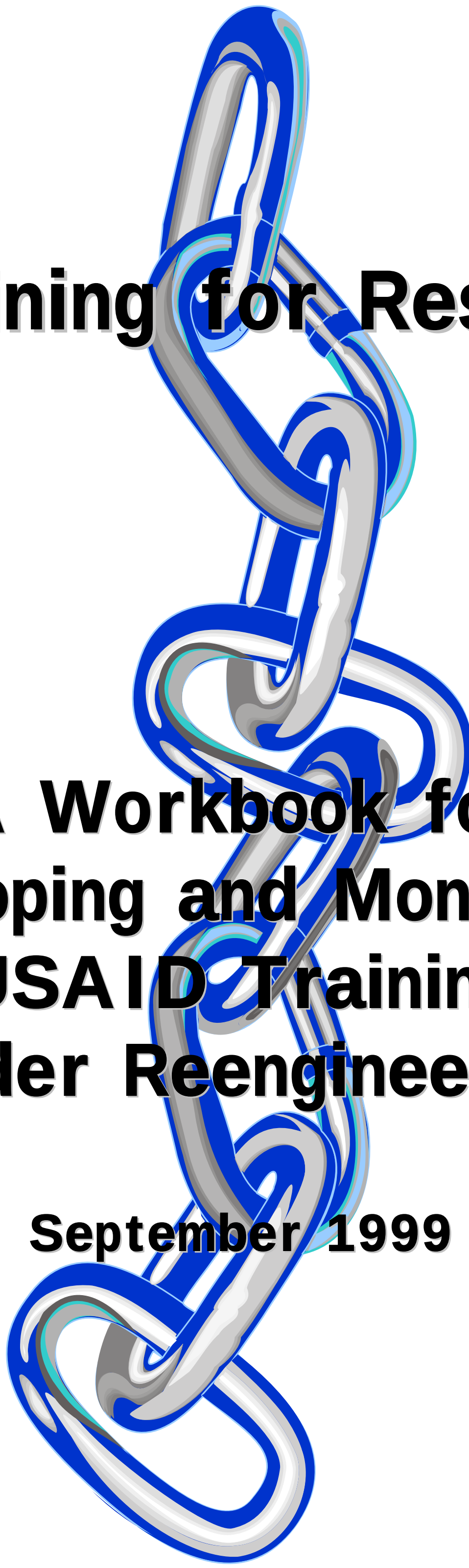
PART FOUR – POWERPOINT PRESENTATIONS

1. Overview of the TRC - First Presentation
2. TRC Links 1-4 – Second Presentation
3. TRC Links 5-8 – Third Presentation
4. Linking the TRC to the TEOL
5. TRC M&E – Final Presentation

Training-for Results Chain (TRC)
Trainer's Manual

Overview of the TRC - First Presentation

Training Resources Group, Inc. (TRG)



Training for Results

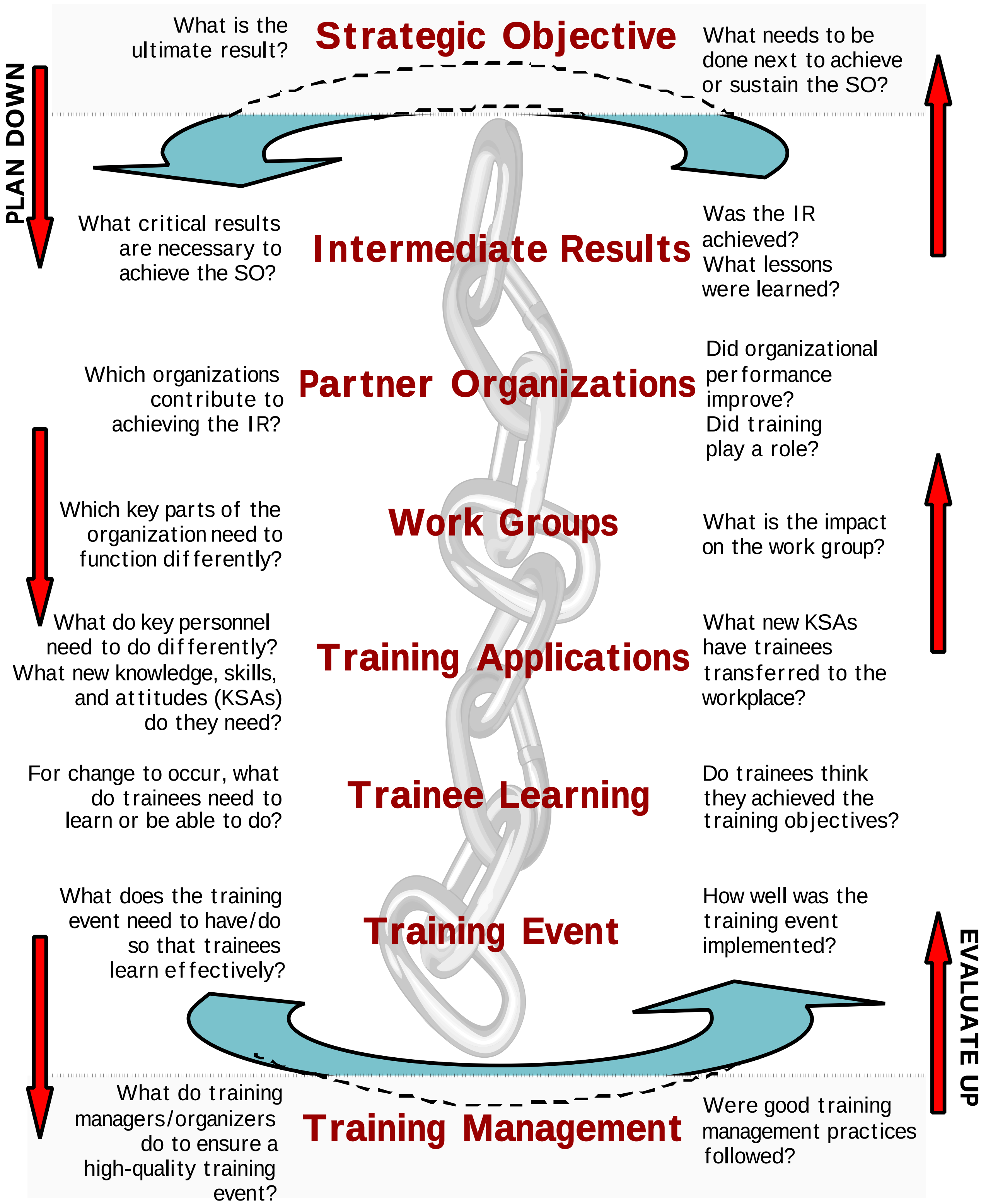
A Workbook for Developing and Monitoring USAID Training Under Reengineering

September 1999

Developed by USAID/E&E Bureau

USAID/E&E

Training-for-Results Chain



USAID

http://wwwenitraining.net
http://www.info.usaid.gov/regions/eni

Objectives of the TRC Workbook

- The **Training-for-Results Chain (TRC)** Workbook was created to

  - clarify how training events and training plans contribute to achieving a Mission's strategic plan;

  - define the links of the Training-for-Results Chain and explain the step-by-step process for using the chain to plan training events; and

  - provide a reference for using the Training-for-Results Chain to complete the Training Event Request Form on the Training Events On-Line (TEOL).

- TRC workbook is a TOOL to
  - design
  - implement
  - monitor and evaluate training events

  to support the achievement of Mission, Regional, and Agency strategic objectives and results.

- Designed for
  - Mission program officers
  - Extended Strategic Objectives (SO) teams - partners, contractors, grantees, and Cooperative Agreements (CAs)

Overview of the TRC Workbook

- The TRC workbook is divided into five chapters.
  - Chapter 1 - Introduction
  - Chapter 2 - USAID's Mission, Core Values, Goals, E&E's Strategic Assistance Areas, and Strategic Plans and Results Frameworks.
  - Chapter 3 - Linkage between Training and USAID's Results Frameworks.
  - Chapters 4 and 5 - Training for Results Chain.
    - Glossary, Annexes, and Resources
    - Diskette - Exercises and performance monitoring plan for training.
    - CD-ROM -TRC workbook

The TRC workbook is color-coded

Background Information (chapters 1-3) - white paper
The Planning Phase of the TRC (chapter 4) pink paper
The Monitoring Phase of the TRC (chapter 5) - green paper
Exercises - yellow paper
The Performance Monitoring Plan for Training forms - blue paper

Chapter 2: Background

Introduction

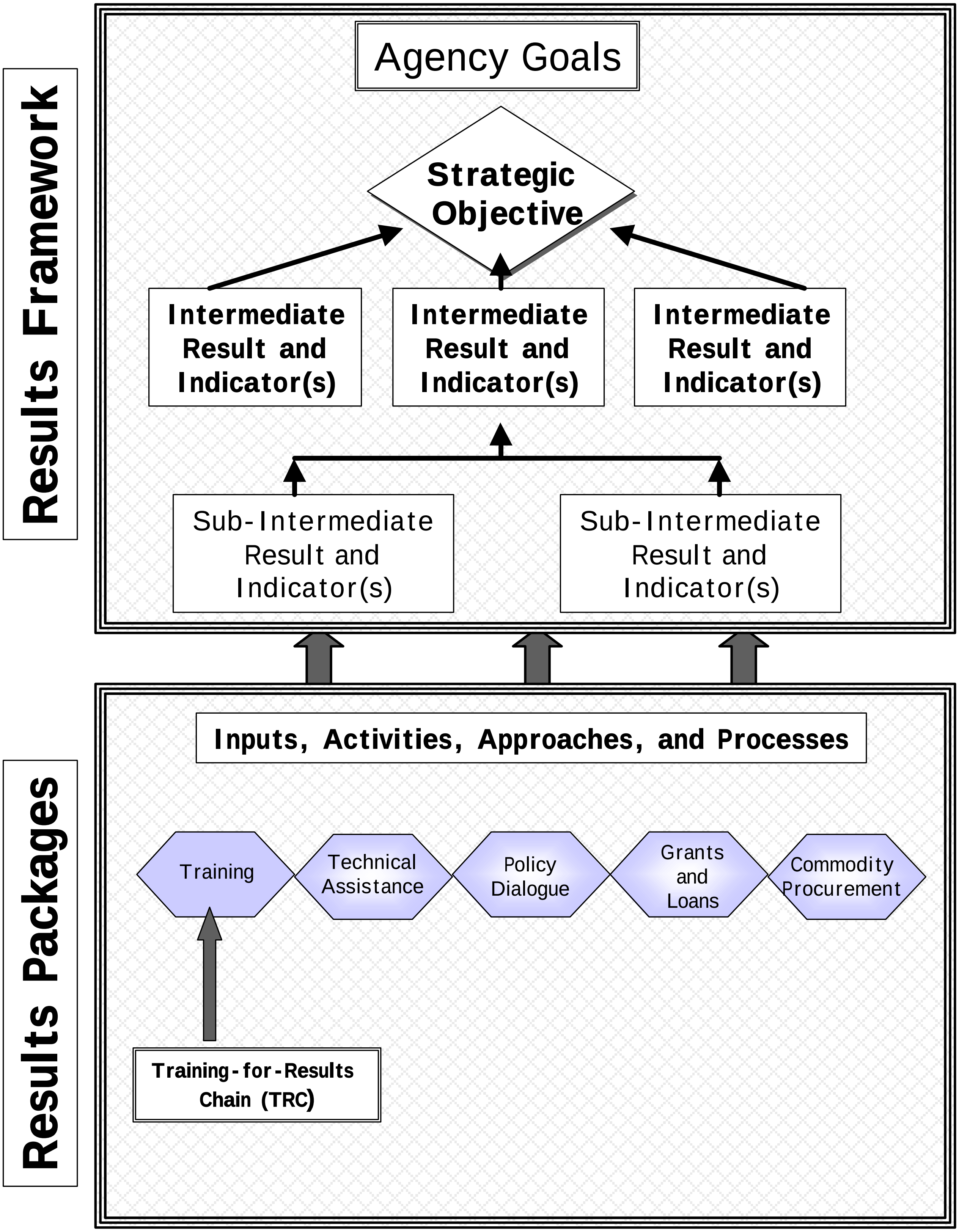
USAID's Mission Statement and Core Values

USAID's Agency-Wide Goals

E&E's Strategic Assistance Areas and Strategic Objectives

USAID's Strategic Plan and Results Frameworks

R4s and Mission Performance Plans


Results Framework
Agency Goals
Strategic Objective
Intermediate Result and Indicator(s)
Intermediate Result and Indicator(s)
Intermediate Result and Indicator(s)
Sub-Intermediate Result and Indicator(s)
Sub-Intermediate Result and Indicator(s)
Results Packages
Inputs, Activities, Approaches, and Processes
Training
Technical Assistance
Policy Dialogue
Grants and Loans
Commodity Procurement
Training-for-Results Chain (TRC)

Chapter 3:
Relationship of Training to Results Frameworks

Training's Role in
Results Frameworks

Comparison of Traditional Training with
Reengineered Training—Key Points

Linking the Training-for-Results Chain
to Training Events On-Line

Training's Role in Results Frameworks

- Chapter 3 includes:
  - definition of training
  - comparison of traditional training with reengineered training.

- Training
  - Structured experience
  - Helps individuals acquire new, predetermined knowledge, skills, and behaviors.
  - Helps improve current job performance and/or prepare for new job to support overall organizational goals.

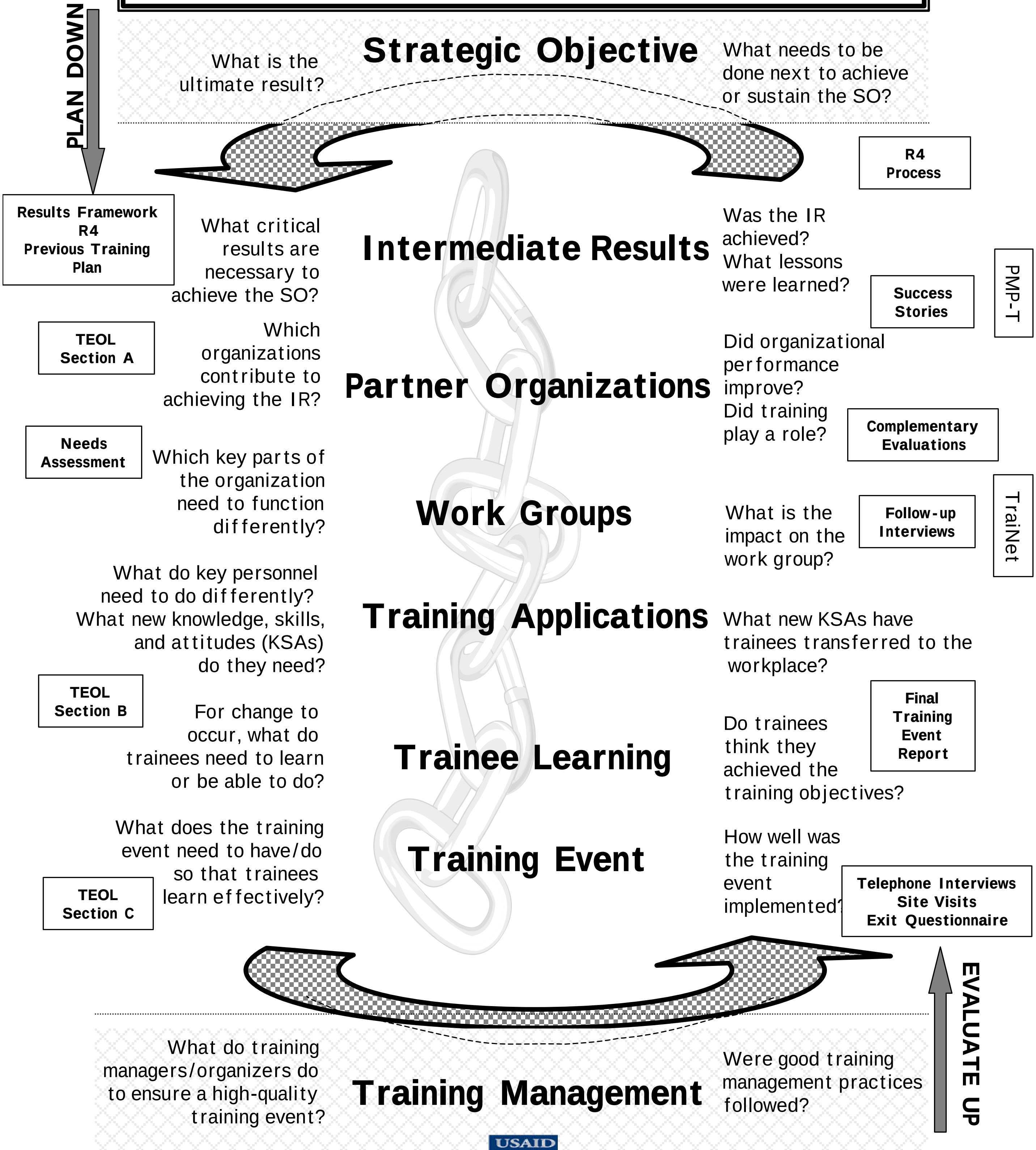
- Training makes an impact
  - when skills or knowledge is successfully applied to a specific work situation, resulting in measurable improvement in performance.

- Under Reengineering
  - successful training is measured by contribution made to individual and organizational performance improvement, not by numbers trained

Chapter 4:
The Training-for-Results Chain—
Planning Phase

USAID/E&E

Training-for-Results Chain



http://www.enitraining.net
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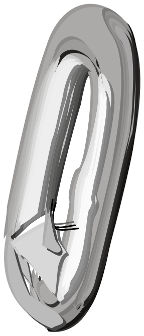
Using the TRC to *Plan*

- Extended SO teams
  - discuss how a specific **Strategic Objective** can be effectively supported by training.
  - clarify the Strategic Objective's **Intermediate Results** that can be supported by one or a series of training events.
  - identify **Partner Organization(s)** that contribute to achieving the intermediate results.
  - identify individual **Work Group(s)** that needs to function differently and that will benefit from training interventions.
  - clarify **Training Application(s)** by identifying specific knowledge, skills, and attitudes needed by key personnel.
  - define specific, measurable objectives that will help focus **Trainee Learning**.
  - suggest components of the **Training Event**
  - USAID training contractors and TA providers design training events as part of **Training Management**, resulting in training directly related to the targeted SO and IRs.



Link One—Strategic Objective

What is the ultimate result that the Mission wants to achieve?

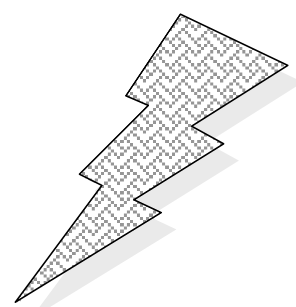
- Link One of the TRC helps SO teams clarify which of the Mission **Strategic Objectives (SO)** will be supported by training. SO teams then select one SO to begin the process of designing one or a series of training events.

- A **Strategic Objective Team** (SO Team) is a Mission group committed to a specific SO and whose members hold themselves individually and collectively accountable. An SO team includes Mission staff as well as TA providers and training contractors. (The larger group is called an **Extended SO Team.)**

- A **Results Framework** (RF) is used to articulate how each SO will be achieved. During development of the RF, the extended SO team identifies if and how training can support achievement of the SO. If training can play a supporting role, it is included in the SO's **Results Package** (RP).

- In addition to training, the RP defines all the other tools and inputs (technical assistance, grants and loans, policy dialogue, commodity procurement) that will be required to support the achievement of the SO.

- At this initial stage of the TRC, extended SO team members select a specific SO that includes training in the RP. The team then initiates the design of one or more training events.



During the Monitoring and Evaluation (M&E) Phase, you will assess what needs to be done next to achieve or sustain the SO.

Exercise 1

Targeted Strategic Objective

Before beginning this exercise, members of the extended SO teams meet to discuss the training components of the Mission SOs. All SOs that include training components should be discussed.

You are now ready to select one SO and to begin defining specific training events that will support the achievement of that SO.

Enter the selected SO below. This is the beginning of the training design process. You will repeat this exercise for each SO that includes training in the the Results Package.

Targeted SO:

Exercise 2

SO Background Information

Summarize relevant background information about the SO here. Use the Results Framework, R4, and other background documents as references. Focus on training needs identified in the documents.

The information will provide the context for the training event(s) to be designed.

SO Background Information:

Connecting Link One of the TRC to the TEOL

- Now that you have identified the Strategic Objective and reviewed the Results Framework, R4, and other documents in order to summarize relevant background information, you are ready to access the Training Event Request Form on the TEOL. The Training Event Request Form will help you design training events electronically.

- You will find the Training Event Request Form on the TEOL (http://www.enitraining.net). It is the form used to submit a training event request to Mission management for approval and funding. The request will also be forwarded to the E&E Bureau in Washington.

- When the request is approved, the information will be used by the training contractors and TA providers to design the training event.

- The first step in completing the Training Event Request Form is to go to Section A.1 and select the Strategic Objective (SO) that has been identified.

- The second step is to complete Section B.1—Background Information. This section asks you to provide brief background information on the SO that you selected.

You are now ready to complete Sections A.1 and B.1 of the Training Event Request Form.

Link Two—Intermediate Results

What critical results are necessary to achieve the Strategic Objective?

- Link Two of the TRC helps the extended SO team to
  - identify the **Intermediate Results (IRs)** and **Sub-Intermediate Results** (sub-IRs) that can be influenced by training interventions; and
  - initiate a **Performance Monitoring Plan for Training** that identifies **Performance Indicators, Baselines,** and **Targets** to help monitor the effect of training.

- IRs and sub-IRs are defined as critical results that must occur in order to achieve the SO. IRs / sub-IRs for each Mission SO are listed in the Results Framework and defined in the R4.

- The R4 includes a **Performance Monitoring Plan** (PMP) for each SO. The PMP defines a process for collecting and analyzing data to measure the performance of a program or activity. The PMP measures actual results against expected results. All IRs and sub-IRs are included in the PMP.

- The PMP identifies **Performance Indicators, Baselines,** and **Targets**. The performance indicators are written to help answer "how" or "whether" progress is being made in achieving an IR. (Review the PMP in the Mission R4 document.)

- From information in the overall PMP, you will develop a **Performance Monitoring Plan for Training (PMP-T)** that pulls together all the IRs and sub-IRs of the targeted SO that include training inputs.

- The PMP-T supports both the design and monitoring of training. It provides a reference for the collection and analysis of performance data related to training.

During the M&E Phase, you will assess whether the IRs were achieved and what lessons were learned.

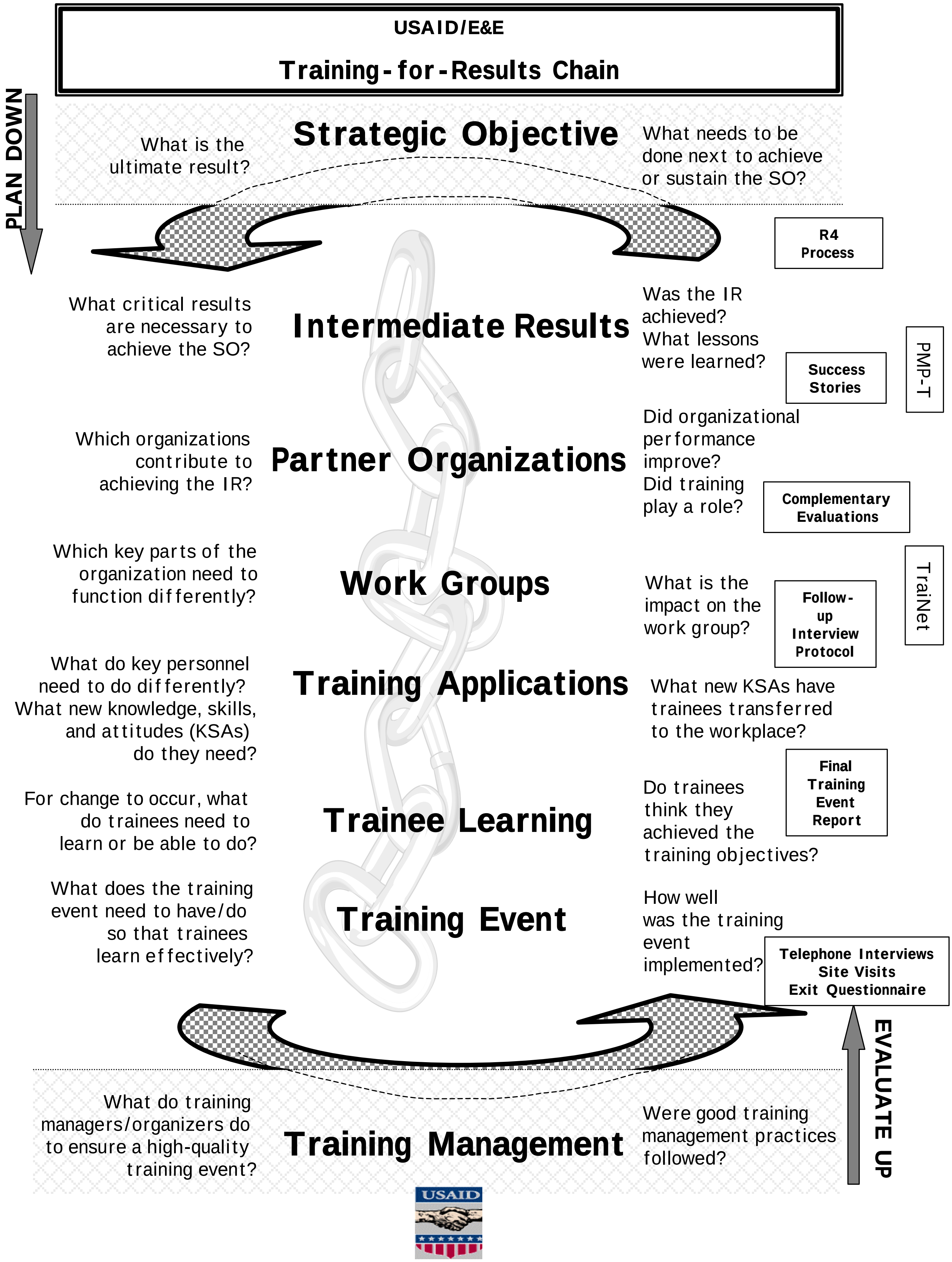
Link Eight—Training Management

What will training managers/organizers do to ensure a high-quality learning event?

- Link Eight of the TRC focuses on **Training Management**. At this point in the chain, USAID relies on training contractors and TA providers to design the planned training event in accordance with the information provided in the Training Event Request Form on the TEOL, the stakeholder agreement, and the initial action plan.
- As part of their responsibilities, training contractors and TA providers ensure that the event not only meets the policies and procedures of USAID but that it will also contribute to the achievement of the identified SO and IRs.
- The information in the Training Event Request Form is used by training contractors and TA providers to design a training event. Section C: Training Management requests several additional pieces of information that are needed to initiate design of the event.

During the M&E Phase, you will review whether good training management practices were followed.

Chapter 5:
The Training-for-Results Chain—Monitoring and Evaluation Phase



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Using the TRC to *Monitor and Evaluate*

- USAID/W and Missions monitor training contractors and TA providers involved in **Training Management.**
- Training contractors and TA providers monitor individual **Training Events** through site visits, telephone interviews, and exit questionnaires. Final training event reports provided to Missions.
- Extended SO teams
  - learn the immediate effect on **Trainee's Learning** from exit questionnaire results, included in the final training event report.
  - monitor **Application** of knowledge, skills, and attitudes in the workplace, over time, through follow-up questionnaires and interviews.
  - compile success stories to document performance changes in **Work Groups** and **Partner Organizations**.
  - participate in the annual R4 preparation process and identify if and how training contributed to the targeted **Intermediate Results.**
  - use the R4 preparation process to develop a new training plan that will further the achievement of targeted **Strategic Objectives**.

Performance Monitoring Plan for Training

- Summary information will help raise the visibility of training.

- Data will help show that training can make a difference.

- Timely availability of relevant information will enable greater participation in the Mission's policy making process (R4).

Performance Monitoring Plan for Training - Components

Part 1: Identify Targeted Strategic Objectives and Intermediate Results

Part 2: Identify Baseline,Expected Results, and Actual Results for each Targeted SO/IR

Part 3: Summary of Final Training Event Reports

Part 4: Summary of Major Conclusions from Follow-up Interviews

Part 5: Summary of Success Stories

Part 6: Summary of Complementary Evaluations

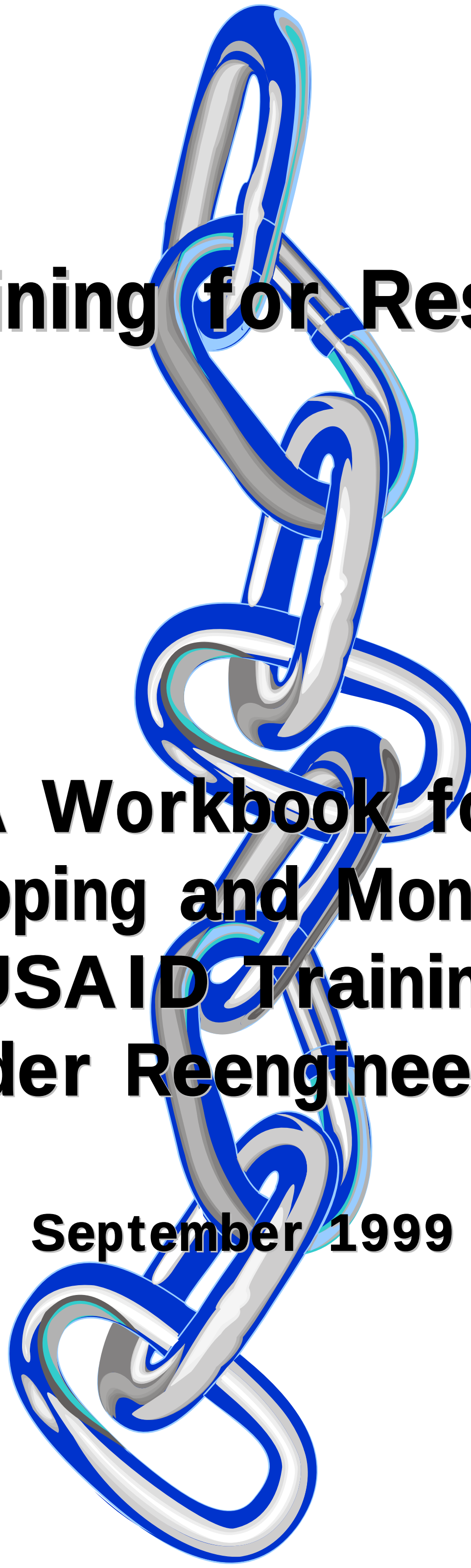
Part 7: Targeted SO Narrative

Part 8: SO 4.2 Narrative

Training-for Results Chain (TRC) Trainer's Manual

TRC Links 1-4 -- Second Presentation

Training Resources Group, Inc. (TRG)



Training for Results

A Workbook for Developing and Monitoring USAID Training Under Reengineering

September 1999

Developed by USAID/E&E Bureau

Chapter 4:
The Training-for-Results Chain—
Planning Phase

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Link Two—Intermediate Results
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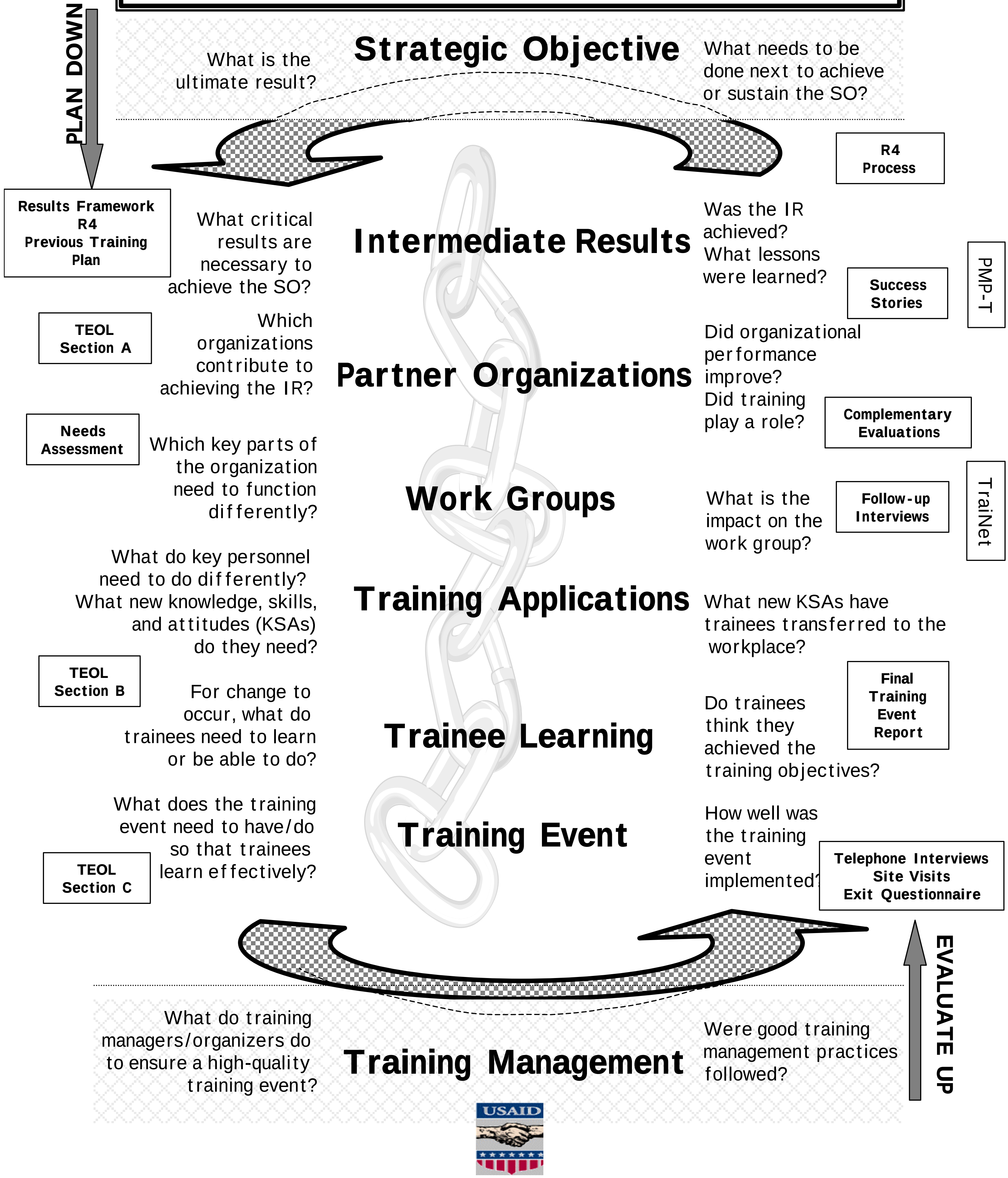
Link Five—Training Application
Link Six—Trainee Learning
Link Seven—Training Event
Link Eight—Training Management

USAID/E&E

Training-for-Results Chain



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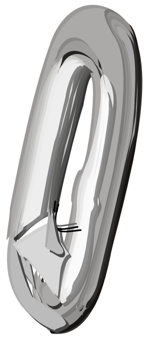
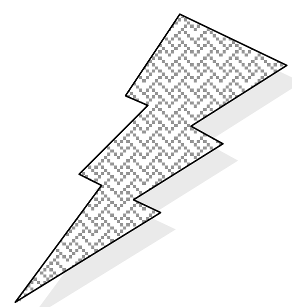


Link One—Strategic Objective

What is the ultimate result that the Mission wants to achieve?

⌘ Link One of the TRC helps SO teams clarify which of the Mission **Strategic Objectives (SO)** will be supported by training. SO teams then select one SO to begin the process of designing one or a series of training events.



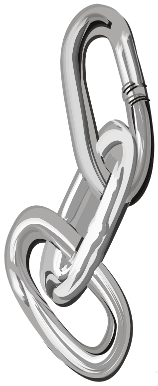
During the Monitoring and Evaluation (M&E) Phase, you will assess what needs to be done next to achieve or sustain the SO.

Link Two—Intermediate Results

What critical results are necessary to achieve the Strategic Objective?

- Link Two of the TRC helps the extended SO team
  - identify the **Intermediate Results (IRs)** and **Sub-Intermediate Results** (sub-IRs) that can be influenced by training interventions; and
  - initiate a **Performance Monitoring Plan for Training** that identifies **Performance Indicators, Baselines,** and **Targets** to help monitor the effect of training.

During the M&E Phase, you will assess whether the IRs were achieved and what lessons were learned.



Link Three—Partner Organizations

Which partner organizations contribute to the achievement of the IRs?

- Link Three of the TRC helps the extended SO team identify **Partner Organizations (POs)** that are critical to the achievement of the targeted SO and IRs. Trainees will be selected from the partner organizations.

- A partner organization is defined as an organization with which USAID works cooperatively to achieve mutually agreed upon objectives and intermediate results. Partner Organizations are the beneficiaries of training and can include
  - a group/local entity such as a small business association or professional association;
  - a single NGO or group of NGOs;
  - a formal institution such as a Ministry; and/or
  - a university or school.

During the M&E Phase, you will assess whether the partner organization improved its performance because of training.

Link Four—Work Groups

Which key parts of the organization need to function differently?

- Link Four of the TRC is used to identify a specific **Work Group(s)** that needs to function differently and whose staff will benefit from training.

- A work group is defined as the functional team or a part of an organization where the most immediate performance improvements are needed. A work group may consist of
  - a department within an organization;
  - a team of managers from different parts of the organization;
  - the management group of an NGO or professional association;
  - employees from several branches of a company located in different regions of the country;
  - a group of NGO leaders.

During the M&E Phase, you will assess the impact of training on the work group.

Exercise 1

Targeted Strategic Objective

Before beginning this exercise, members of the extended SO teams meet to discuss the training components of the Mission SOs. All SOs that include training components should be discussed.

You are now ready to select one SO and to begin defining specific training events that will support the achievement of that SO.

Enter the selected SO below. This is the beginning of the training design process. You will repeat this exercise for each SO that includes training in the the Results Package.

Targeted SO:

Exercise 2

SO Background Information

Summarize relevant background information about the SO here. Use the Results Framework, R4, and other background documents as references. Focus on training needs identified in the documents.

The information will provide the context for the training event(s) to be designed.

SO Background Information:

Exercise 3

Identify Intermediate Results and Indicators

⌘ The following two exercises will help you continue the planning process by clarifying the appropriate IRs, sub-IRs, performance indicators, baselines, and targets that need to be considered when designing the training event(s).

⌘ Before completing this exercise, the extended SO team will have met to identify the IRs and sub-IRs under the targeted SO that include training components. The IRs and sub-IRs are defined in the R4, which also includes the Performance Monitoring Plan for the SO.

The extended SO team reviews the Results Framework and R4 for the targeted SO and selects all of the IRs and sub-IRs that could be supported with training.

Enter the IRs / sub-IRs below.

IRs / sub-IRs:

Exercise 4

Performance Indicators, Baselines, and Targets

Record the performance indicators, baselines, and targets for each IR and sub-IR that will be influenced by training (from Exercise 3).

Identify the indicators that can be used to help measure the results of training.

Performance Indicator:

Baselines:

Targets:

Exercise 5

Partner Organization Mapping (Targeted Needs Assessment)

To create a clear picture of the Partner Organizations that have a stake in the achievement of the Mission's Strategic Objective, answer the following questions:

- Which Partner Organization(s) is working on the relevant SO/IR?
- Who is the point of contact for the PO?
- What part of the work is directly related to achieving the SO?
- What functions can training help improve?

PO #_____

2. Partner Organization:_______________

PO Point of Contact Information:

____

3. History of USAID and other donor assistance to this partner organization:

•

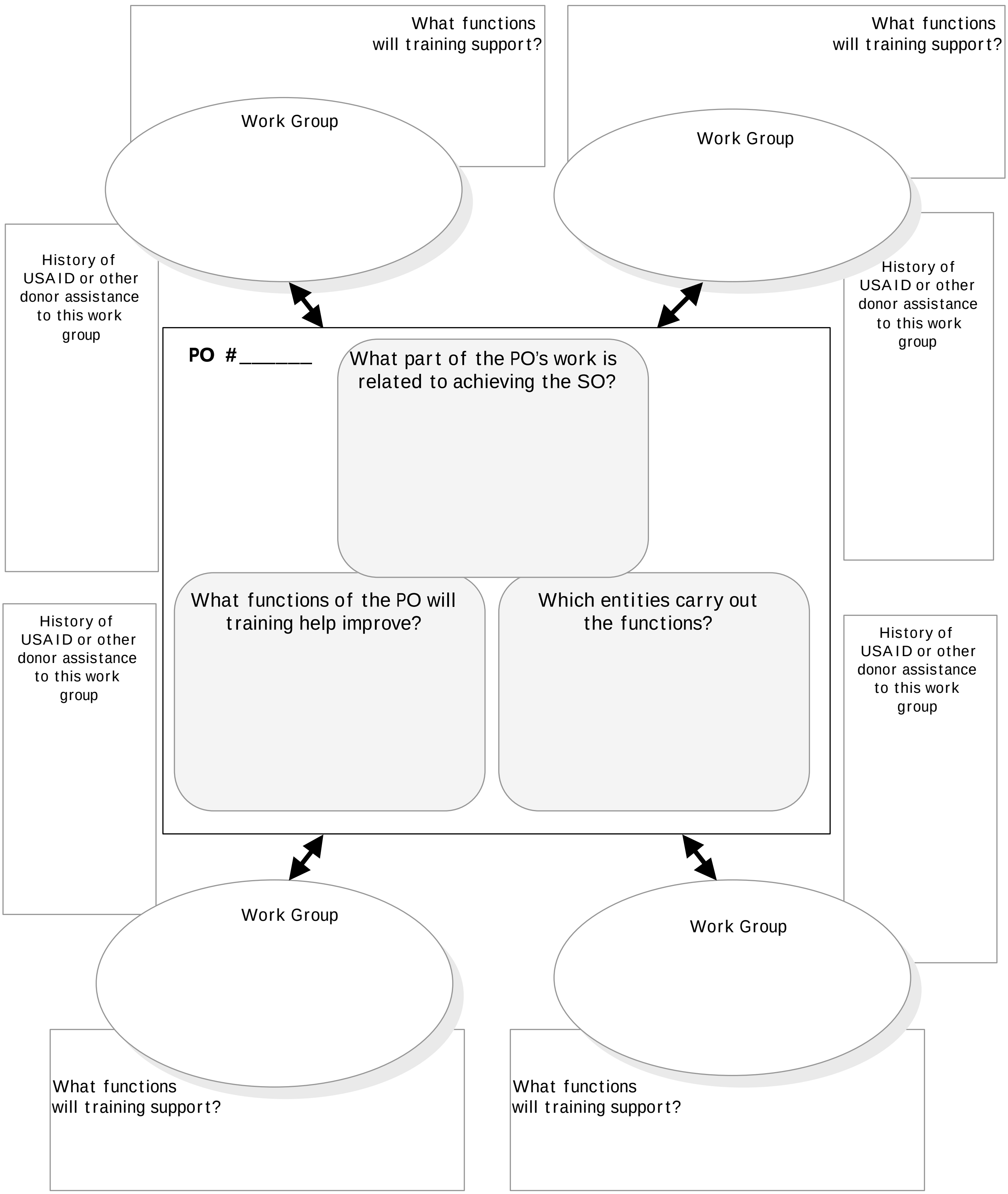
1. Which POs are involved in achieving the targeted SO?

4. What functions of this PO will training help improve?

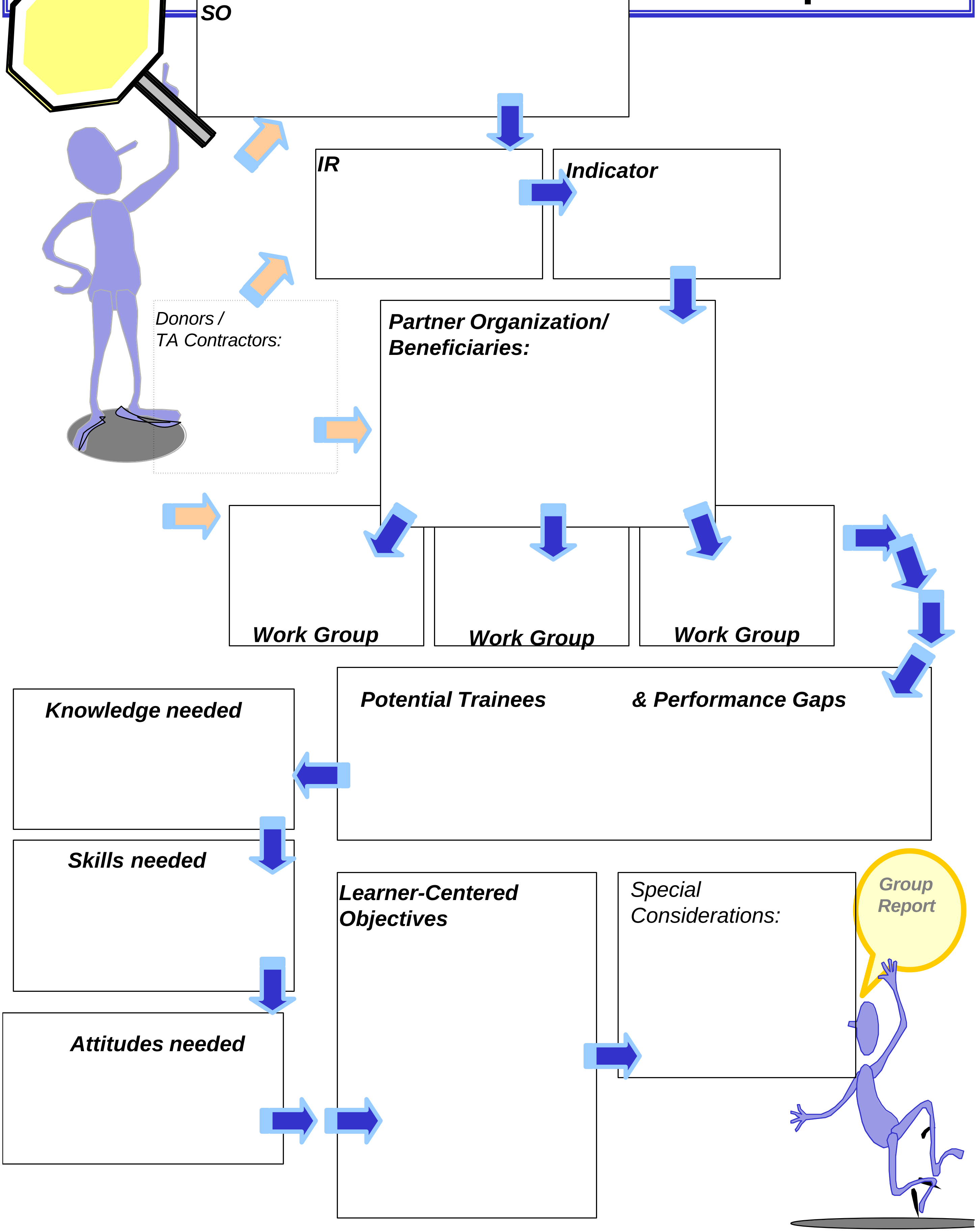
5. Identify major performance gaps in the PO:

Exercise 6

Work Groups



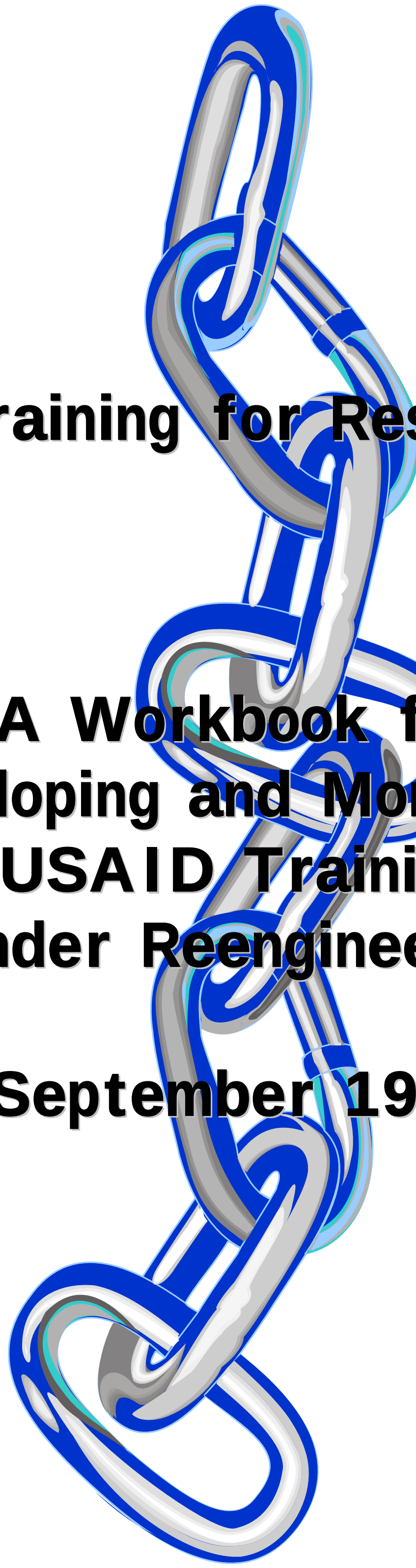
TRC Planning Phase Banner Map



Training-for-Results Chain (TRC)
Training of Trainers Manual

TRC Links 5-8 -- Third Presentation

Training Resources Group, Inc. (TRG)



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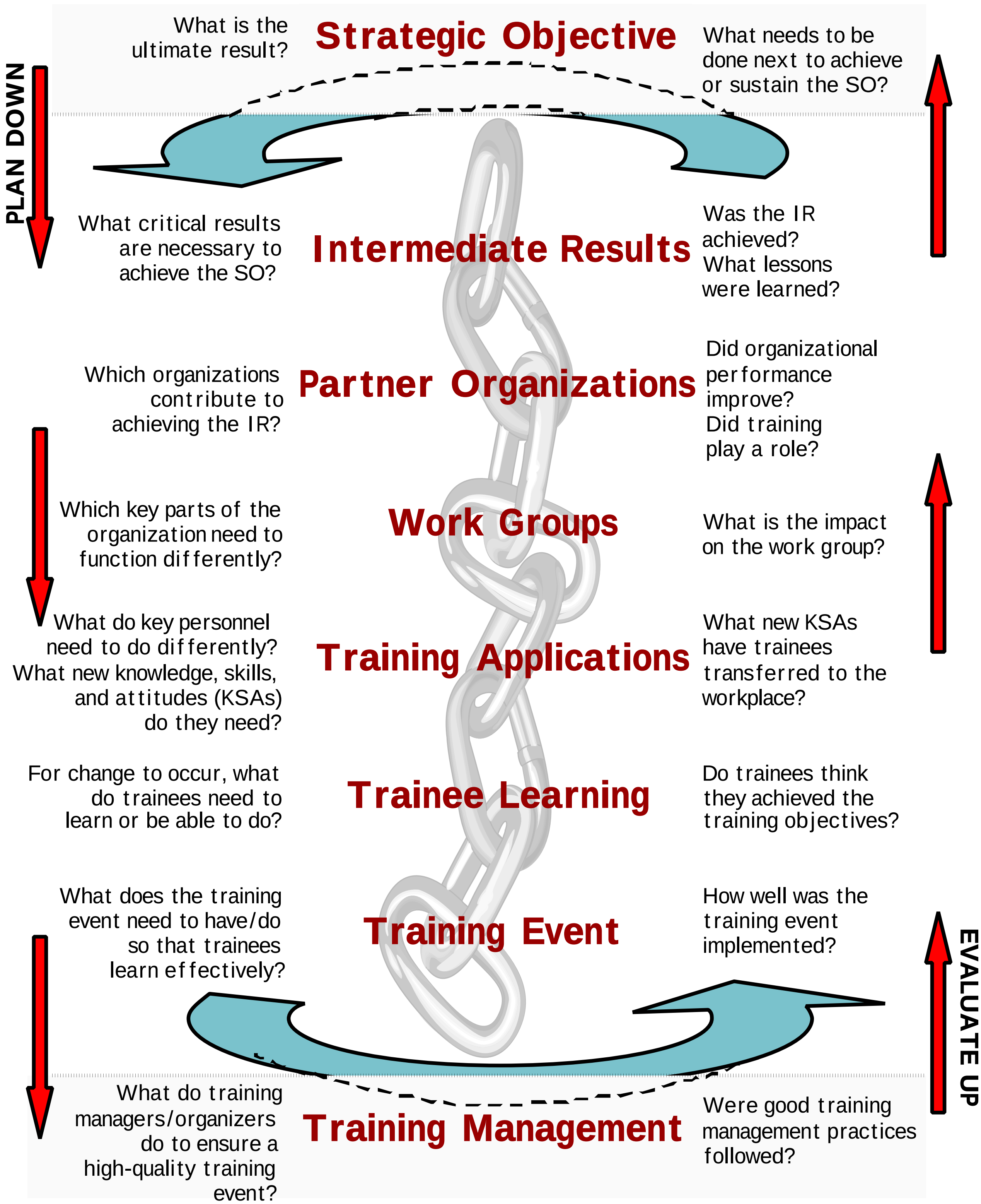
USAID/E&E

Training-for-Results Chain



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Link Five—Training Applications

What do key personnel need to do differently? What new knowledge, skills, and attitudes do they need?

⌘ Link Five of the TRC specifies **Training Applications.** It asks the extended SO team to define what is expected from the training and what needs to happen in a targeted partner organization and work group and at the individual trainee level for performance to improve.

⌘ Link Five asks the extended SO team to identify the following:
- performance gaps within the organization / work group;
- key personnel in the organization who need to be trained;
- new knowledge, skills, and attitudes needed;
- types of training needed to improve performance;
- pre- and post-interventions needed to support the application of the training; and
- changes needed in the organizational environment to support the application of the training.

⌘ One training event may not be enough to solve a performance problem. A series of training and non-training interventions might be needed to support performance change. Training and non-training interventions may include the following:
- study tours to the U.S. or a third country;
- interactive training sessions;
- on-the-job training and mentoring;
- training-of-trainers sessions;
- organizational and policy changes; and/or
- technical assistance (TA) interventions and commodity procurement.

⌘ At this stage of the TRC, the extended SO team should consider all training and non-training interventions that will be needed to support a performance change.

The following definitions of knowledge, skills, and attitudes as well as exercises will help define what needs to happen in an organization and at an individual level to improve performance.

During the M&E Phase, you will assess whether new knowledge, skills, and attitudes were transferred to the workplace

Knowledge, Skills, and Attitudes*

Training is used to reinforce or bring about changes in the KNOWLEDGE, SKILLS, and ATTITUDES (KSAs) of trainees. Training provided for E&E trainees focuses primarily on skill development.

⌘ **KNOWLEDGE**

Knowledge deals with cognitive aspects of comprehension, which include acquiring and internalizing data. Much of the formal and informal education that takes place around the world focuses on knowledge learning, from simple arithmetic to complex frameworks or theories. Acquiring or reinforcing knowledge is an important step in the learning process, but it is only a step. Trainees need to develop skills to apply knowledge concepts so that they may use those concepts effectively in their work.

⌘ **SKILLS**

Skills include a range of intellectual and physical abilities that may be required for effectiveness in the workplace. Trainees can develop the following three categories of skills:

- analysis, synthesis, and evaluation skills;
- physical, motor, and mechanical skills; and/or
- interpersonal skills.

⌘ **ATTITUDES**

Attitudes describe how we act, feel, or think based on our disposition, opinions, values, and other factors. Our attitudes and values are shaped by messages received throughout our lives and the degree to which we internalize them. Our behaviors can be external manifestations of our attitudes and values, the reflection of our personality type, or a measure of the skills we have developed in spite of our attitudes and personality.

Although training often seeks to affect attitude, it is extremely difficult to measure attitude changes during a single training event. It is probably more realistic to aim for greater awareness and appreciation of various points of view. It is hoped that trainees will reinforce or adopt new behaviors that reflect attitude changes when they are back in their partner organization or work group.

* Adapted from Training Resources Group, Inc., Creating Effective Training course material.

Link Six—Trainee Learning

For changes to occur, what do trainees need to learn or be able to do?

- ⌘ In Link Six of the TRC, the extended SO team defines the specific, measurable objectives that will help focus the **Trainee Learning**.
- ⌘ During this step, training objectives are agreed to that clearly state what the trainee will be expected to do after the training has concluded.
- ⌘ A stakeholder agreement and initial action plan are developed during this stage of the TRC. The agreement and action plan are written agreements among the trainee, the partner organization, the work group, and USAID. The agreement and action plan specify the performance change targets for the trainee and identify how the organization will support the trainee in applying the new knowledge and skills on the job.

The following exercises will help you formulate specific training objectives and draft a stakeholder agreement/action plan.

During the M&E Phase, you will assess whether the trainees thought they achieved the objectives of the training.

List of Action Verbs and Imprecise Verbs

- Measurable Action Verbs
  - Below are some suggested verbs you can use when developing “learner-centered” objectives

Identify
List
Develop
Explain
Make
Use
Define
Ask
Provide
Review
Compare
Contrast
Conduct
Demonstrate

- Imprecise Verbs
  - Below are some verbs that should be avoided when developing “learner-centered” objectives

Know
Learn
Feel
Understand
Attain
Appreciate
Like
Gain
Deal
Become acquainted with

Stakeholder Agreement and Action Plan

⌘ At this stage of the planning process, the **Stakeholder Agreement** and initial **Action Plan** are developed. A stakeholder agreement may be generic for all trainees attending a given training event or specific for an individual trainee.

⌘ A Stakeholder Agreement is a formal agreement among appropriate stakeholders, including the trainee, the Mission, the trainee's employer, the training contractor, the TA provider, and training providers. The agreement includes objectives, a timetable, and a set of outcome measures. The agreement also includes an initial action plan of how the trainee plans to use the new knowledge and skills upon returning to the job.

⌘ A stakeholder agreement usually includes the following:
- a definition of expected training outcomes in terms of performance;
- the length of time the trainee is expected to stay on the job after returning to the job; and
- an initial action plan that clarifies
  - expectations of trainees and training providers,
  - how trainee(s) will use the new skills on the job,
  - how trainee(s) will share expertise when they return to work,
  - how technical advisers will support trainee(s) in implementing the new skills on the job, and
  - how the partner organization and work group managers and supervisors will support trainees' efforts to apply the new knowledge and skills.

⌘ Trainees complete their Action Plans during the training event when they have a better understanding of how the training will apply to their work.

Link Seven—Training Event

What does the training event need to have or do so that trainees learn effectively?

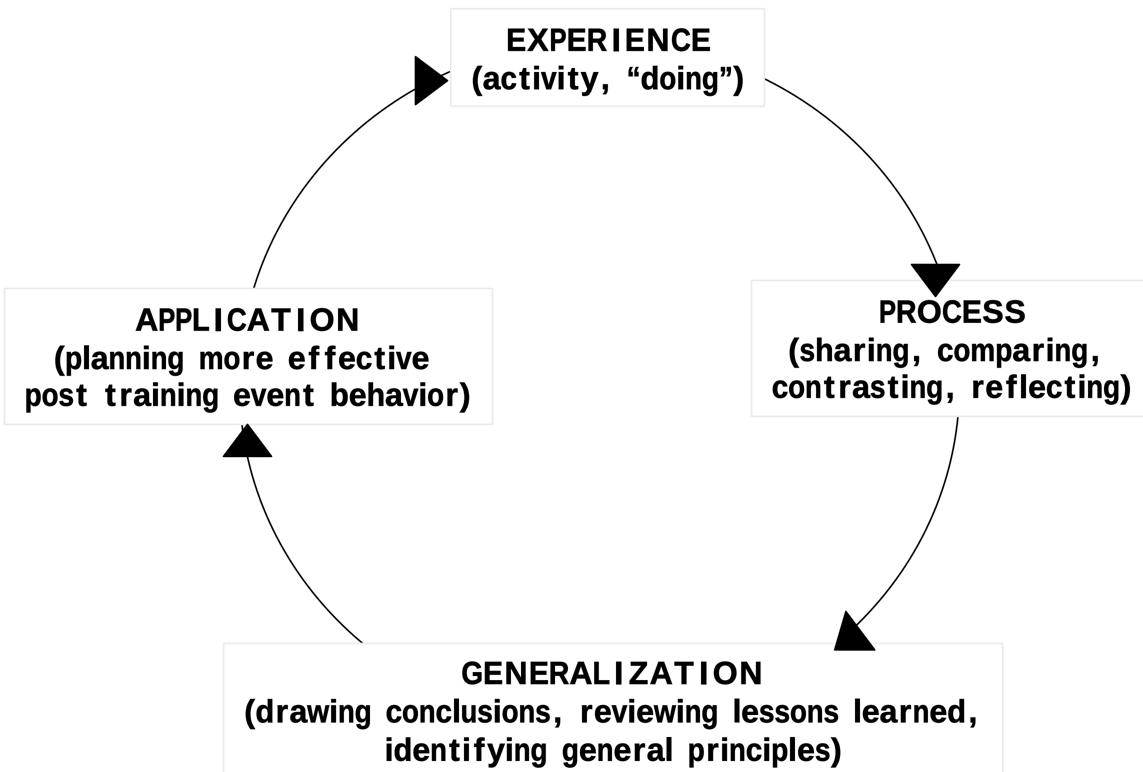
- Link Seven of the TRC provides an opportunity for members of the extended SO team to suggest components of the **Training Event** that will help the training succeed. The training provider will use the suggestions to design the training event.

- This subchapter of the workbook begins with an overview of the Experiential Learning Cycle (ELC), an approach to adult learning that builds on trainees' existing knowledge and skills. This information will help you clarify the types of methodologies you may want to suggest to the training providers to help trainees achieve the training objectives. The training providers will use the suggestions from the extended SO team to design the training event.

- This section also asks extended SO teams to prioritize the training event in terms of funding availability.

During the M&E Phase, you will review how well the training event was implemented.

Adult Learning—The Experiential Learning Cycle*



* Excerpted from "The Experiential Learning Cycle," by James McCaffrey, Training Resources Group, Inc., 1990.

Link Eight—Training Management

What will training managers/organizers do to ensure a high-quality learning event?

- Link Eight of the TRC focuses on **Training Management**. At this point in the chain, USAID relies on training contractors and TA providers to design the planned training event in accordance with the information provided in the Training Event Request Form on the TEOL, the stakeholder agreement, and the initial action plan.

- As part of their responsibilities, training contractors and TA providers ensure that the event not only meets the policies and procedures of USAID but that it will also contribute to the achievement of the identified SO and IRs.

- The information in the Training Event Request Form is used by training contractors and TA providers to design a training event. Section C: Training Management requests several additional pieces of information that are needed to initiate design of the event.

During the M&E Phase, you will review whether good training management practices were followed.

Exercise 7

Identify Performance Gaps and Potential Types of Trainees

1. Define the specific performance gaps training will address.

2. Identify the specific job functions that need to be improved to fill the identified performance gaps.

   A. What new knowledge is needed?

   B. What new skills are needed?

   C. What attitude / awareness changes are needed?

3. Identify the individuals who currently perform the specific job functions.

4. What specific job functions / activities will individuals be expected to perform if they participate in training?

5. How will training improve the performance of the partner organization and work group?

Exercise 8

Training Inputs

1. Suggest the types of training interventions that will be needed to improve the performance of the partner organization or work group. Interventions may include
   - one training event or a series of training interventions;
   - a combination of workshops, on-the-job training, mentoring, and TA support; and
   - training in-country, in the U.S. , or in a third country.

2. Remember the SO and IR that you have targeted. Prioritize each proposed training event based on the following rankings:

   Rank A. Highest Priority—Extremely vital to the successful achievement of the SO/IR
   Rank B. Secondary Priority—Important or desirable but not vital to the achievement of the SO/IR

3. Identify where within the above rankings the priority for this event falls (select one):

   Rank A
   - A1—SO/IR cannot be achieved without it.
   - A2—SO/IR unlikely to be achieved without it.
   - A3—SO/IR attained with difficulty without it.

   Rank B
   - B1—Highly important or desirable.
   - B2—Important or desirable.
   - B3—Reasonably important or desirable.

Exercise 9

Enabling Environment

1. What pre- and post-training activities will be needed to support the application of on-the-job training? Who will be responsible for the pre- and postwork?

   Training Event Name
   - Prework (orientation, briefings)
   - Postwork (on-the-job mentoring, coaching)

2. What in-country activities will be offered by the trainees after the training to maximize the impact of the training (seminars, workshops, informal presentations)?
   - Who will be responsible for organizing these events?

3. Specify the changes in the work environment that will be necessary to enable these results to occur (implementation of new policies and procedures, procurement of new equipment, supervisory and management support).

Exercise 10

Objective Writing—Practice Exercise

Below are poorly written training objectives. Use the space next to each objective to rewrite the objective with action verbs.

By the end of the training event, trainees will be able to

EXAMPLE OBJECTIVE	REWRITTEN OBJECTIVE	TYPE
1. Understand a new style of corporate management.		**Knowledge**
2. Become acquainted with financial accounting methods.		**Skill**
3. Appreciate the importance of policy reform.		**Attitude**

Exercise 11

Training Event Objectives

Before writing the objectives for the training event, review the following:

- IRs, sub-IRs, and indicators;
- the knowledge, skills, and attitudes the training event should address;
- the results of exercises 1-10; and
- the Performance Monitoring Plan for Training.

There may be more than one objective related to knowledge and/or skills.

By the end of the training event, trainees will be able to

OBJECTIVE	TYPE
1.	**Knowledge**
2.	**Skill**
3.	**Attitude**

Exercise 12

Stakeholder Agreement and Initial Action Plan Preparation

To develop the stakeholder agreement and initial action plan, hold a conversation with stakeholders, including trainees and supervisor, by using the following discussion guide.

Discussion Guide

⌘ The following can be used with trainees to help develop the stakeholder agreement:

1. Please explain your organization's goals and mission
2. Describe your position / department / institution
   - What do you do?
   - Whom do you work with?
   - How many people do you supervise?
   - Who are your clients or customers?
3. What specific knowledge or skills do you think you need to do your job better?

<u>Initial Action Plan</u>

4. What specific plans do you have to use the new knowledge and skills when you return to your job?
5. How will you share with coworkers and staff the expertise you have gained when you return to your job?
6. Identify the support you expect from the technical advisers when you return to your job.
7. What support will you need from your organization / work group to ensure that you will be able to apply your new knowledge and skills when you return to your job?
8. How will you evaluate progress and success in implementing your action plan?
9. If you are selected to participate in the training event, are you willing to stay on the job for at least ___ months/years after returning? Are you willing to sign an agreement to that effect?

The results of this exercise can be used to help in the development of the stakeholder agreement / action plan.

Exercise 13

Adult Learning Methodologies

1. Suggest the learning methodologies you think will support the achievement of the training objectives (select all that apply).

    _____ Workshops / training courses (including interactive lecturettes, focused discussion sessions, simulations, case studies, projects, and action plans)
    _____ Observational study tours
    _____ Conferences
    _____ On-the-job (OJT) training
    _____ Training-of-trainer (TOT) sessions
    _____ Sharing of best practices with subject matter experts
    _____ Hands-on computer software training

2. What other types of learning methods do you think might be useful to help trainees achieve the training objectives?

Exercise 14

Funding Priority

Before completing the exercise below, consult with the extended SO team and others (Mission management, other training personnel) to ascertain how vital the training event will be to the the successful achievement of the SO and IRs. Refer to the results of Exercise 10

1. Does the SO team consider the training event to be (select one)

_____ Rank A — Highest Priority—Extremely vital to the successful achievement of the SO/IR

OR

_____ Rank B — Secondary Priority—Important or desirable but not vital to the achievement of the SO/IR

2. Within this rank, what priority does the SO team assign to this event (select one)?

Rank A

___A1—SO/IR cannot be achieved without it.
___A2—SO/IR unlikely to be achieved without it.
___A3—SO/IR attained with difficulty without it.

Rank B

___B1—Highly important or desirable.
___B2—Important or desirable.
___B3—Reasonably important or desirable.

Exercise 15

Training Management Considerations

Before completing the exercise below, the extended SO team should consult with the partner organizations and work groups to identify other pertinent information that will affect the design and delivery of the training event. These special considerations should include any information that, if not considered, could negatively affect the quality and effectiveness of the training.

1. Record any **Special Considerations** that must be taken into account in the design and delivery of the training event. Examples of special considerations include, but are not limited to, the following:
   - course materials in both English and the host-country language;
   - course materials available to trainees X number of days in advance of the training;
   - special safety clothing available to the trainees to tour X facilities; and
   - a training-of-trainers component included in the training event.

2. Provide any additional background information to clarify the special considerations.

Exercise 16

Training Event Information

1. What is the title of the training event?

2. Specify where the training event will take place (in-country, in the U.S., or in a third country).

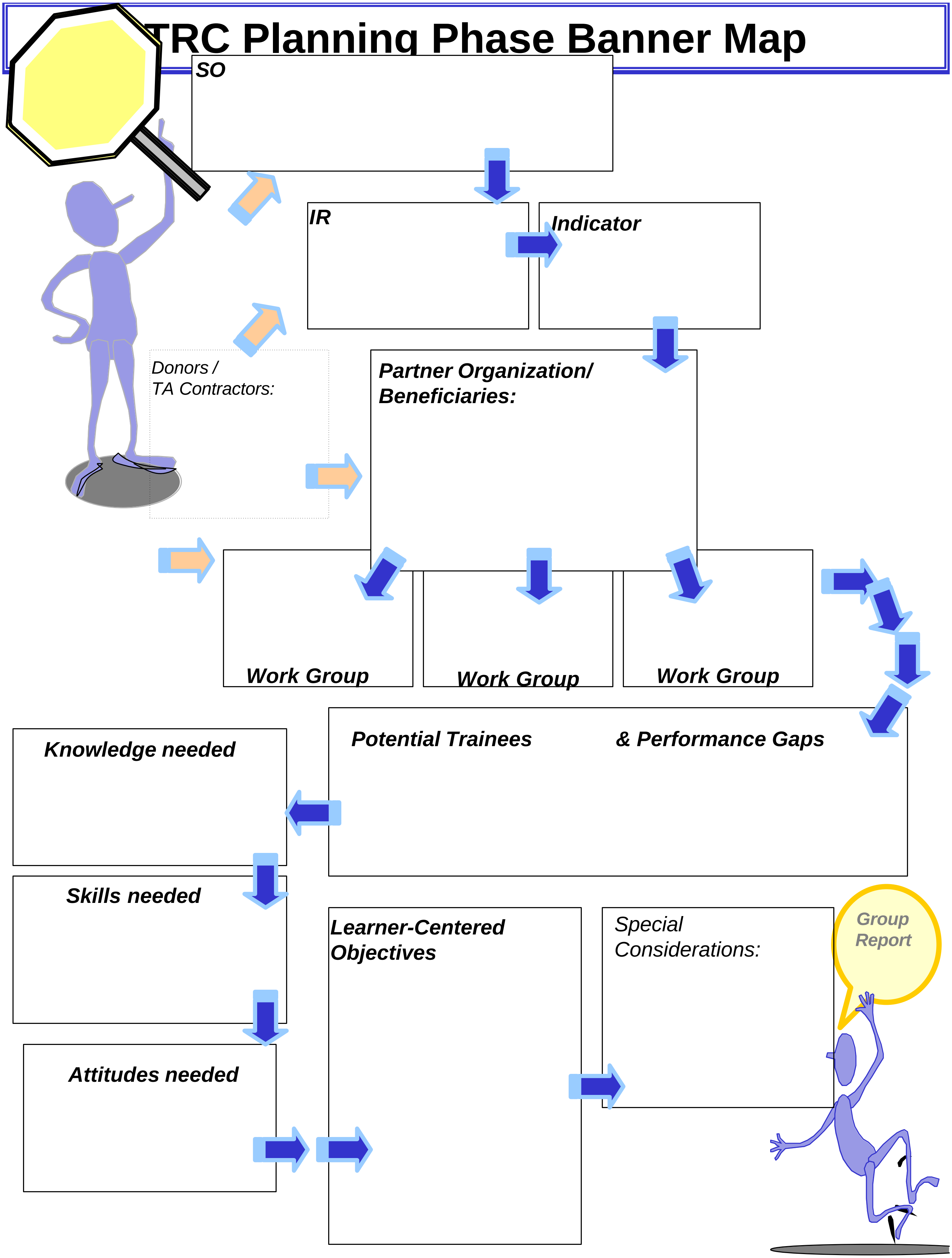
3. What type of course is the training event (new, repeat, modification of previously funded event)?

4. When will the training event take place (identify the quarter and year)?

5. How many trainees (men and women) will participate in the training event? Identify them, including the partner organization / work group they represent.

6. Identify any organizations / institutions that may be appropriate to receive the Request for Proposal (RFP) for the training event.

TRC Planning Phase Banner Map



Afternoon Task

Exercise 7

Identify Performance Gaps and Potential Types of Trainees

Exercise 10

Objective Writing—Practice Exercise

Exercise 11

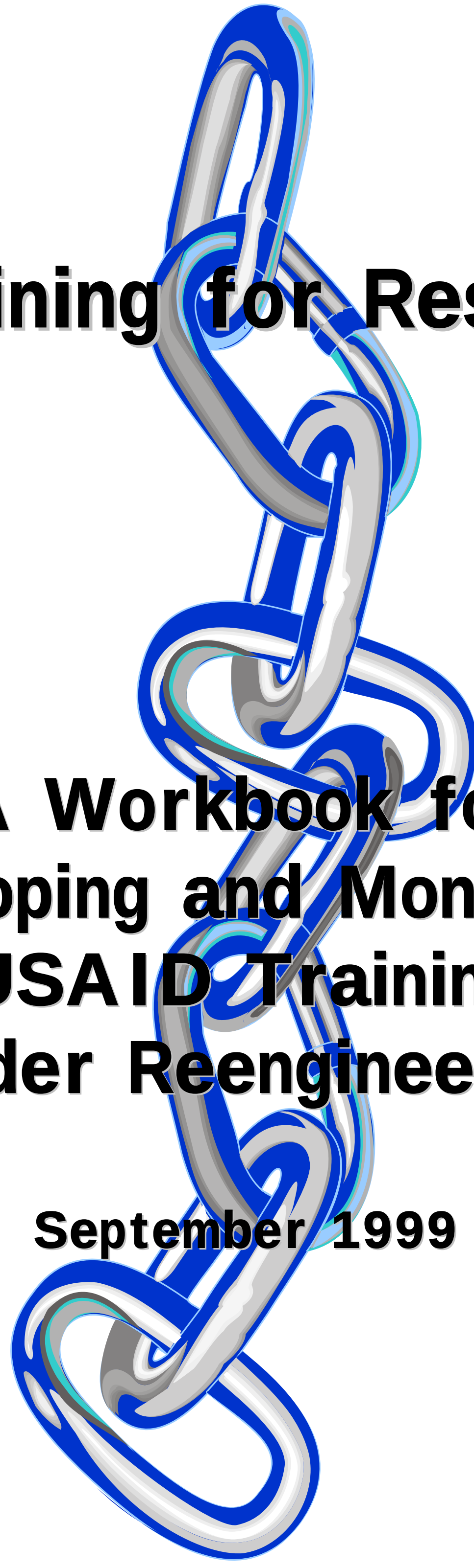
Training Event Objective

Training-for-Results Chain (TRC)
Trainer's Manual

Linking the TRC to the TEOL

Training Resources Group, Inc. (TRG)

Training for Results

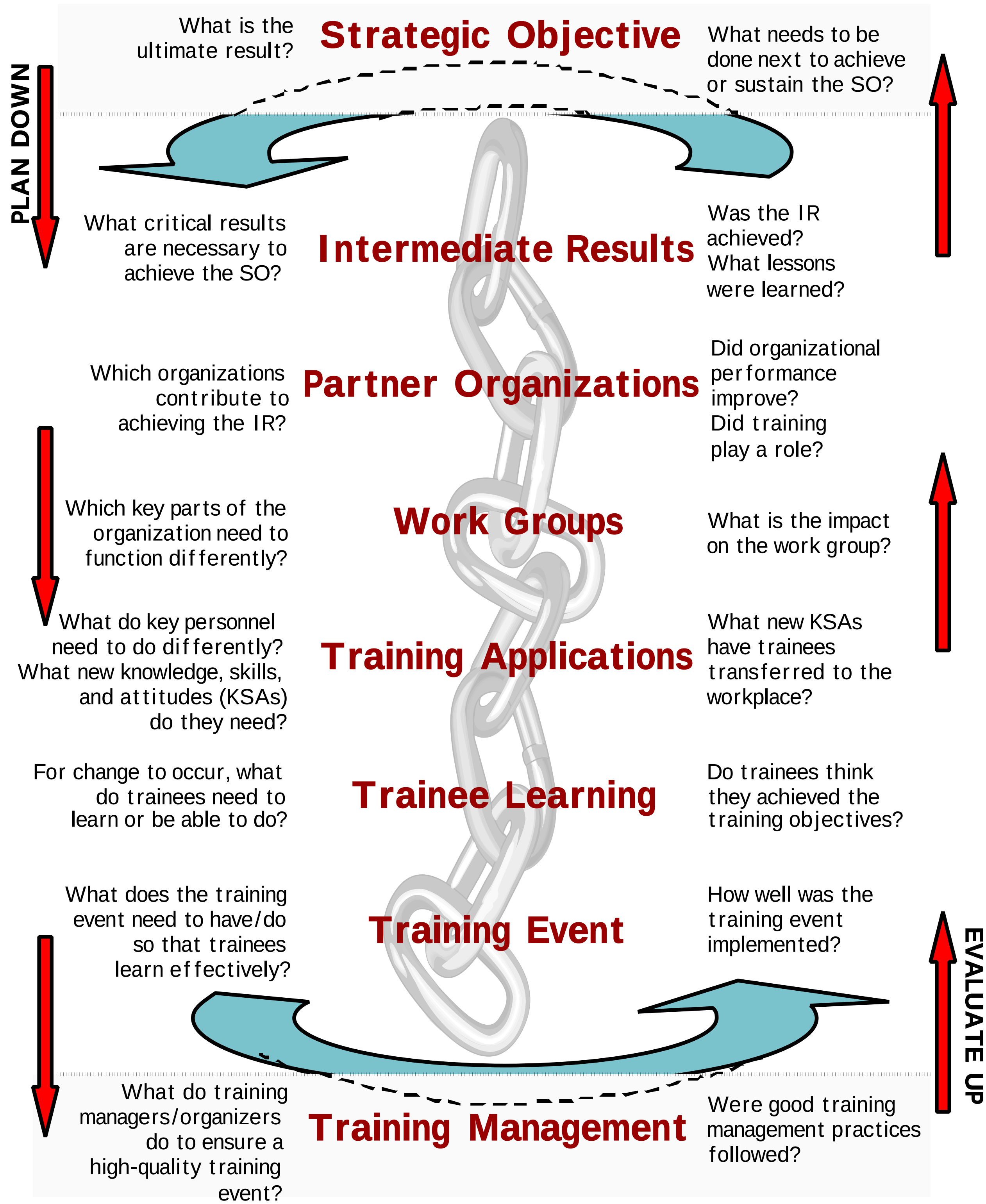


A Workbook for Developing and Monitoring USAID Training Under Reengineering

September 1999

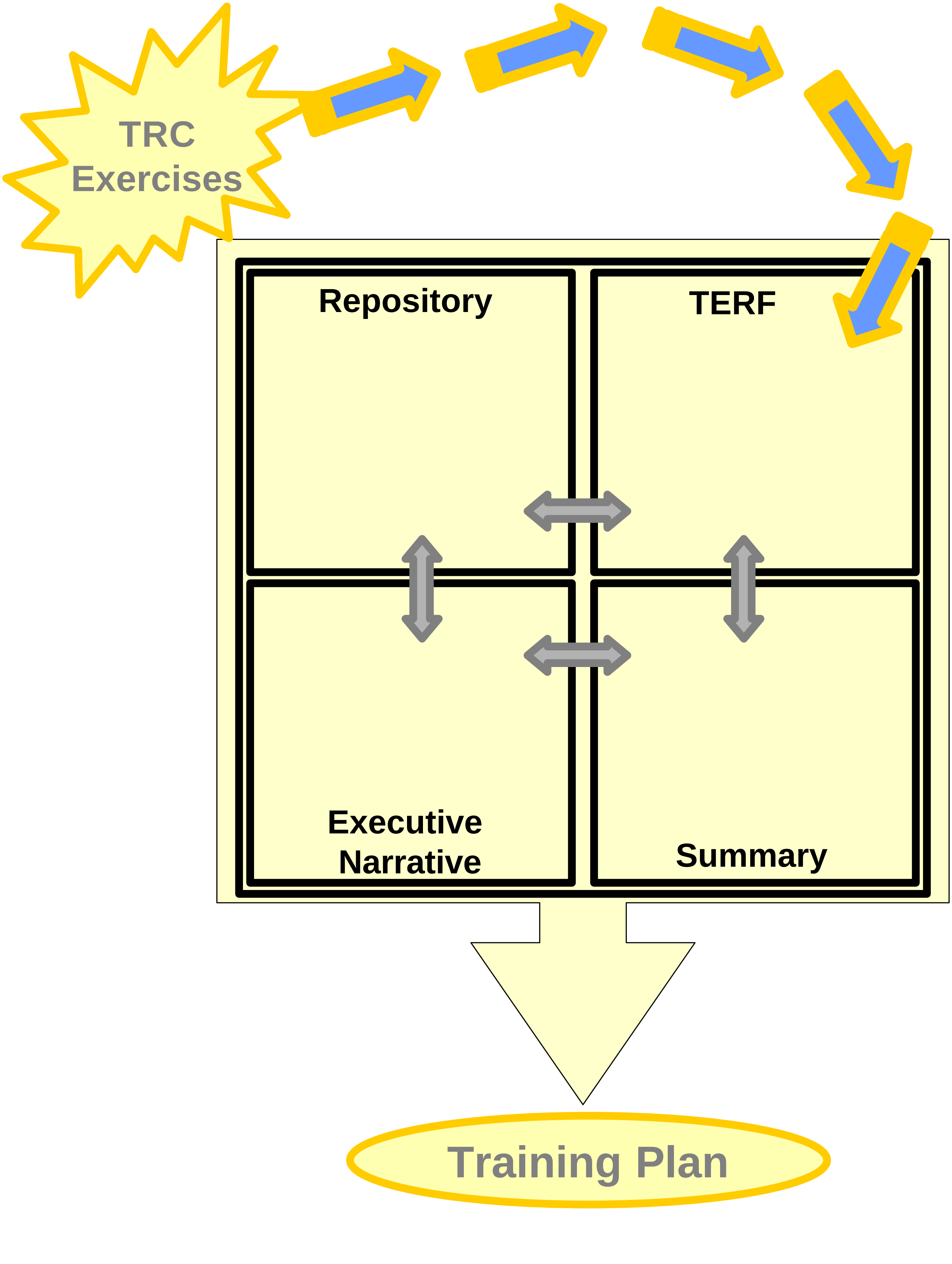
Developed by USAID/E&E Bureau

Training-for-Results Chain

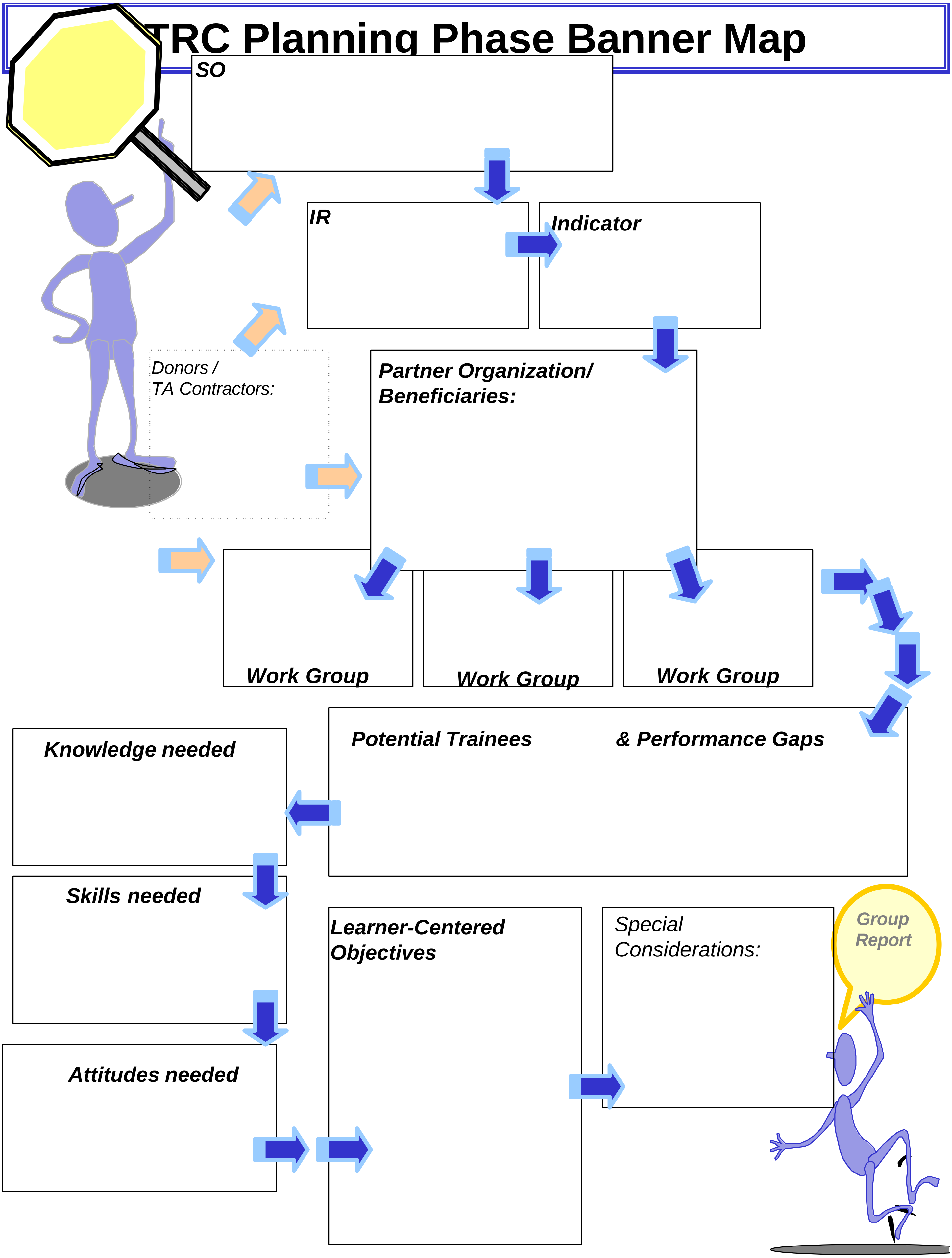


http://wwwenitrainingnet
http://www.infousaid.gov/regions/eni

TEOL - New and Improved !!!



TRC Planning Phase Banner Map



Training-for-Results Chain (TRC)
Trainer's Manual

Linking the TRC to the TEOL Presentation Visuals

Linking the TRC to the TEOL/TERF

Link 1 - Strategic Objective

- Exercise 1 ☞ TERF section A.1
- Exercise 2 ☞ TERF section B.1

Link 2 - Intermediate Results

- Exercises 3 & 4 ☞ TERF sections B.2 and B.3

Link 3 - Partner Organizations

- Exercise 5 ☞ TERF sections B.4a and B.4c

Link 4 - Work Groups

- Exercise 6 ☞ TERF section B.4b

Link 5 – Training Applications

- Exercise 7 ☞ TERF sections B.5a and b
- Exercise 8 ☞ TERF sections B.7, B.8 and C.3
- Exercise 9 ☞ TERF sections B.5b and c

Link 6 – Trainee Learning

- Exercises 10 & 11 ☞ TERF section B.6

Link 7 – Training Event

- Exercise 13 ☞ TERF section B.7
- Exercise 14 ☞ TERF section B.8

Link 8 – Training Management

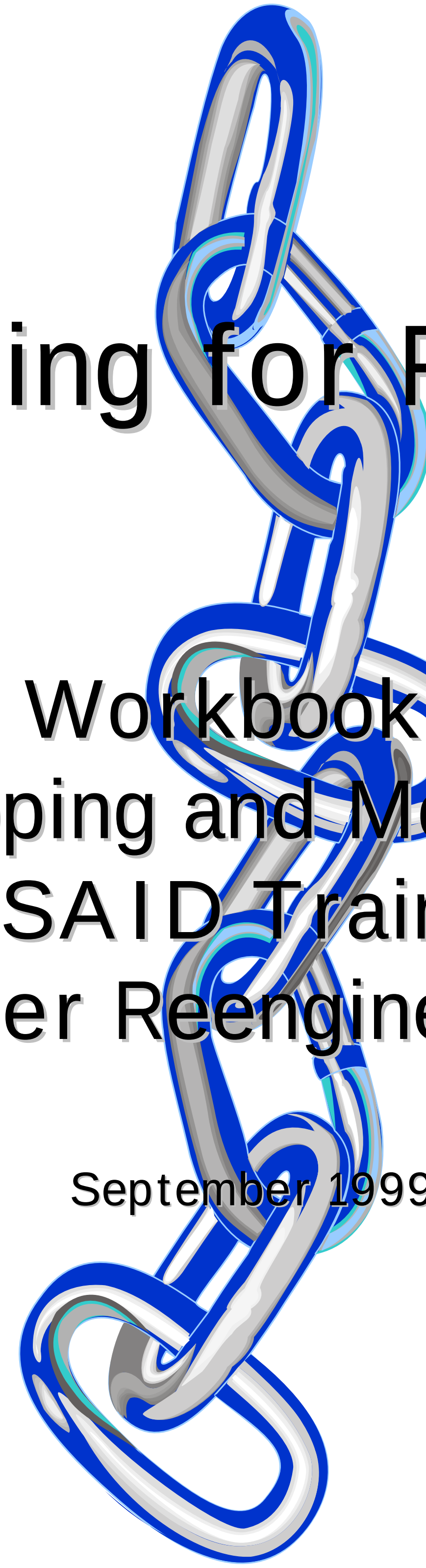
- Exercise 15 ☞ TERF sections C.1 and D
- Exercise 16 ☞ TERF sections C.2, C.3, C.4, C.5, C.6, and C.7

Exercises 6 & 7 will also help you fill out TERF section E: Trainee Profile

Training-for-Results Chain (TRC) Trainer's Manual

TRC M&E - Final Presentation

Training Resources Group, Inc.(TRG)



Training for Results

A Workbook for Developing and Monitoring USAID Training Under Reengineering

September 1999

Developed by USAID/E&E Bureau

Chapter 5:
The Training-for-Results Chain—Monitoring and Evaluation Phase

Introduction to the Monitoring and Evaluation Phase
Link Eight—Training Management
Link Seven—Learning Event
Link Six—Trainee Learning
Link Five—Training Applications
Link Four—Work Groups
Link Three—Partner Organizations
Link Two—Intermediate Results
Link One—Strategic Objective

OBJECTIVE OF SESSION

⌘ IDENTIFY POSSIBLE WAYS TO USE THE TRC TO SUPPORT THE MONITORING AND EVALUATION OF TRAINING.

- REVIEW THE COMPONENTS OF A PERFORMANCE MONITORING PLAN FOR TRAINING AND DISCUSS POSSIBLE APPLICATIONS TO THE MONITORING AND EVALUATION OF TRAINING.

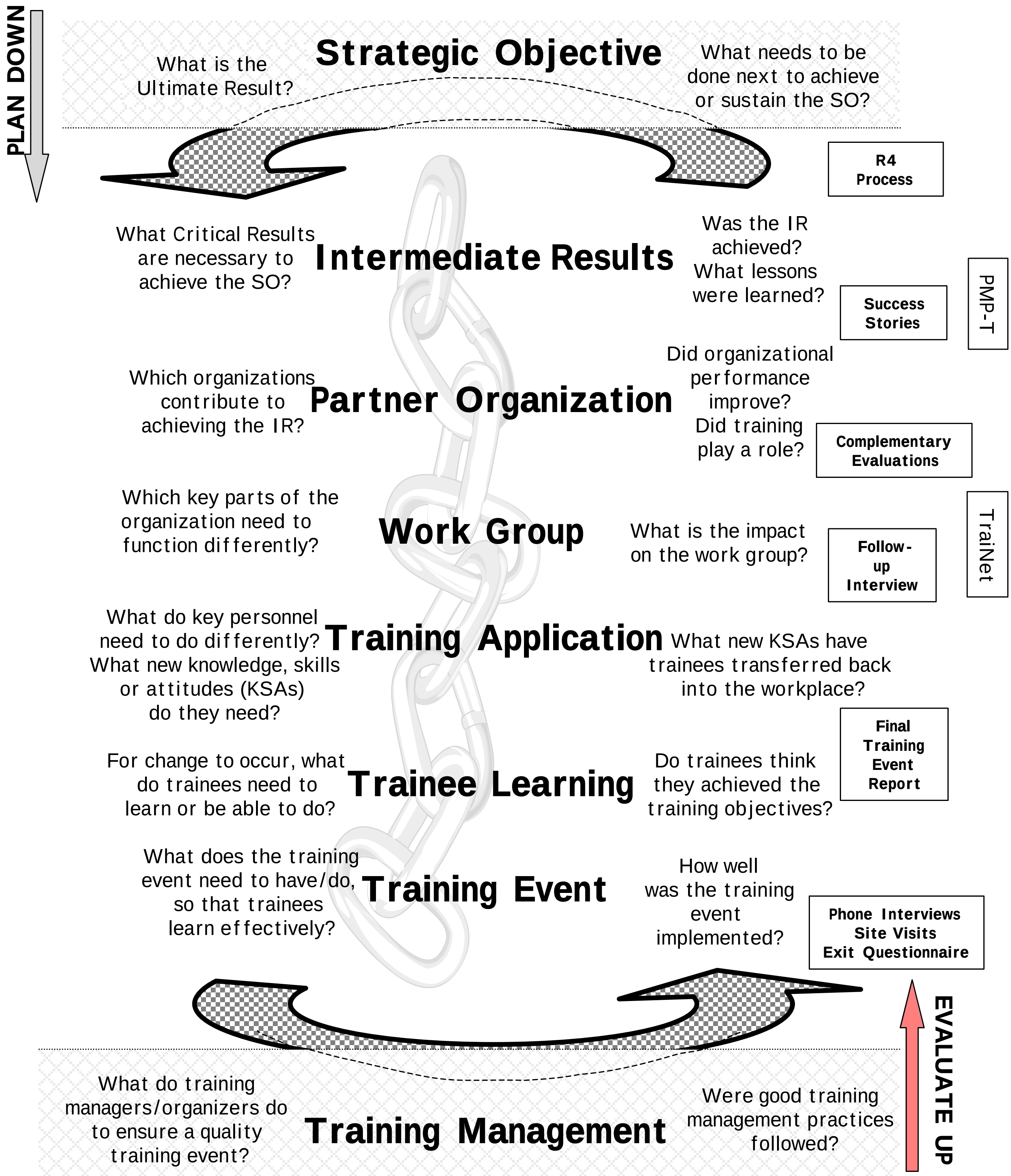
Introduction to the Monitoring and Evaluation Phase

- The **Monitoring and Evaluation (M&E)** phase of the TRC can be used to identify the effect of training interventions on both the individual trainee and the partner organization and work group.

- Resource availability will determine the level of monitoring and evaluation.

- Monitoring and evaluation data provide input for:
  - TraiNet
  - the R4, the mechanism used by USAID to review results and request resources
  - a Performance Monitoring Plan for Training (PMP-T)

Training-for-Results Chain



Link Eight—Training Management
(M&E Phase)

Were good training management practices followed?

- Based on resource availability, USAID/W monitors training contractors and TA providers responsible for overall **Training Management** to determine if the contractors are following USAID rules and regulations. The monitoring also reviews how effectively the training is contributing to the targeted SO/IRs.

- The monitoring of training management contractors involves:
  - monitoring training contractors and TA providers in the U.S.;
  - monitoring visits to training sites in the U.S.;
  - monitoring visits to field offices of training contractors and TA providers; and
  - monitoring in-country and third-country training.

- Results of the monitoring are provided to USAID/W, the Mission, and the relevant contractor.

During the Planning Phase, you identified what training managers / organizers need to do to ensure a high-quality training event.

Link Seven—Training Event
(M&E Phase)

How well was the training event carried out?

⌘ Link Seven focuses on the work of the training contractors and TA providers who implement the **Training Event**. The effectiveness of individual training events is monitored through a Training Monitoring Plan**,** which includes:

- telephone interviews
- site visits
- exit questionnaires

⌘ Data is analyzed and the results are provided to Mission staff in a final training evaluation report for each event.

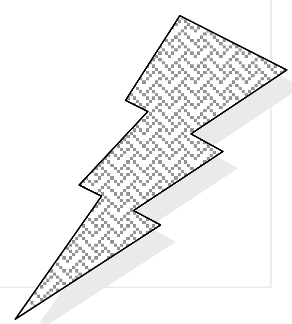
During the Planning Phase, you identified what the training event needs to have/do for trainees to learn effectively.

Link Six—Trainee Learning
(M&E Phase)

Do trainees think they achieved the KSAs outlined in the event objectives?

- Link Six measures **Trainee Learning** through a self-assessment exit questionnaire that assesses the immediate results of the training event on trainee knowledge, skills, and attitudes.

- The questionnaire results are included in the Final Training Event Report that is distributed to the sponsoring Missions and the E&E Bureau.



During the Planning Phase, you identified what trainees need to learn or be able to do.

Link Five—Training Application
(M&E Phase)

What new KSAs have trainees transferred to the workplace?

⌘ Depending on resource availability, the **Application** of knowledge, skills, and attitudes in the workplace over time is monitored through follow-up interviews with selected trainees and colleagues.

During the Planning Phase, you defined what new knowledge, skills, and attitudes key personnel need.

Link Four—Work Groups
(M&E Phase)

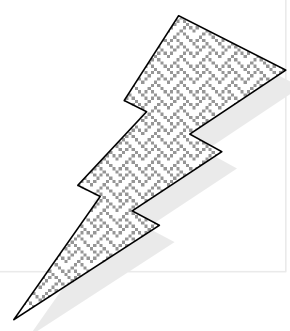
What is the impact of training on the work group?

⌘ Link Four focuses on the impact of training on the **Work Group.** Success stories can be used as one way to capture training results.

⌘ Success stories are compiled through interviews with returned trainees, supervisors, and clients to identify the changes that have occurred in the work group as a result of the training. Stakeholder agreements and action plans provide background information on what was expected of the trainee and the work group.

⌘ Success stories bring the human element to the attention of policy makers.

⌘ Success stories are recorded in the Success Story Database on the web to illustrate the results of training



During the Planning Phase, you identified the key parts of the organization that need to function differently.

Link Three—Partner Organizations
(M&E Phase)

Did organizational performance improve? Did training play a role?

⌘ Targeted **Partner Organizations** are informally assessed to determine if performance has improved and, if so, what role training may have played.

⌘ A major source of information is success stories.

During the Planning Phase, you identified which partner organization(s) contributes to achieving the IRs.

Link Two—Intermediate Results
(M&E Phase)

Was the IR achieved?
What lessons were learned?

⌘ The annual R4 process is used to identify if and how results packages, including training, contributed to the accomplishment of the Mission's strategic objectives,

⌘ Narratives may be requested that provide a concise summary of the results of training for each targeted SO, IR, and sub-IR. The narratives are integrated into the more comprehensive SO narratives of the R4.

⌘ Longer narrative (three to four pages) are also prepared that summarizes the impact of training on the overall Mission program. This information becomes the narrative for E&E SO 4.2 (cross-cutting programs).

During the Planning Phase, you identified the critical results necessary to achieve the strategic objective.

Link One—Strategic Objective
(M&E Phase)

What needs to be done next to achieve or sustain the SO?

- **Strategic Objectives** do not change on an annual basis. Most Missions develop a four- to eight- year plan to achieve each Strategic Objective.

- Lessons learned from the design, implementation and monitoring of training events during the previous year are applied to the following year until all Intermediate Results are achieved and the targeted Strategic Objective is met.

During the Planning Phase, you identified the targeted SO—the ultimate result the Mission wants to achieve.

Performance Monitoring Plan for Training

- A **Performance Monitoring Plan for Training (PMP-T)** is a tool that USAID and training contractors can use to plan and manage the collection of performance data related to training.

- Data collection:
  - identify SOs, IRs and sub-IRs related to training; and
  - identify the source, method, frequency, and schedule of data collection. (available from Mission PMPs)

- Data analysis:
  - summarize exit interviews, success stories, and other data;

- Data use:
  - use key findings to plan the next series of training events and inform the R4 process.

Why Use a Performance Monitoring Plan for Training?

- ⌘ Summary information will help raise the visibility of training.

- ⌘ Data will help show that training can make a difference.

- ⌘ Timely availability of relevant information will enable greater participation in the Mission's policy making process (R4).

Performance Monitoring Plan for Training - Components

Part 1: Identify Targeted Strategic Objectives and Intermediate Results

Part 2: Identify Baseline,Expected Results, and Actual Results for each Targeted SO/IR

Part 3: Summary of Final Training Event Reports

Part 4: Summary of Major Conclusions from Follow-up Interviews

Part 5: Summary of Success Stories

Part 6: Summary of Complementary Evaluations

Part 7: Targeted SO Narrative

Part 8: SO 4.2 Narrative

Performance Monitoring Plan for Training
Part 1: Targeted Strategic Objective and Intermediate Result

Performance Indicator	Indicator Definition and Unit of Measurement	Data Source	Method/ Approach to Data Collection	Data Acquisition		Analysis and Report	
				Schedule Frequency	Responsible Office/ Individual	Schedule by Report	Responsible Office/ Individual
Targeted SO							
1	Definition: Unit:						
2	Definition: Unit:						
3	Definition: Unit:						
IR							
1	Definition: Unit:						
2	Definition: Unit:						
3	Definition: Unit:						

Complete a separate form for each targeted SO, IR, and sub-IR.

Performance Monitoring Plan for Training
Part 2: Baseline,Expected Results, and Actual Results for Each Targeted SO/IR

Performance Indicator	Indicator Definition and Unit of Measurement	Baseline Data		Expected and Actual Results					
				1999		2000		2001	
		Year	Value	Expected	Actual	Expected	Actual	Expected	Actual
Targeted SO									
1	Definition: Unit:								
2	Definition: Unit:								
3	Definition: Unit:								
IR									
1	Definition: Unit:								
2	Definition: Unit:								
3	Definition: Unit:								

Complete a separate form for each Performance Indicator.

Performance Monitoring Plan for Training
Part 3: Summary of Final Training Event Reports

Summarize the results of all final training event reports that relate to training events designed to support the achievement of the targeted SO.

The summary will become a reference for the design of additional training events and the R4 process.

1. What major conclusions can be drawn about the implementation of the training events? Were trainees satisfied with the management of the training events?

2. Based on the exit questionnaires, did trainees think they had achieved the objectives of the training events?

3. Were trainees satisfied with the design of the training events and the methodology used during training sessions?

Performance Monitoring Plan for Training
Part 4: Summary of Major Conclusions from Follow-up Interviews

Review stakeholder agreements and action plans to clarify the KSAs, training objectives, and expectations for trainees.

1. What was expected of trainees when they returned from the training event?

2. When trainees returned to the job, what were individual trainees responsible for in terms of improved work output or product quality?

3. What changes were needed in the work environment to enable trainees' work performance to change?

4. Identify results.

   A. What new KSAs have the trainees transferred to the workplace?

   B. What changes have been made in the work environment to support the implementation of the new KSAs?

Performance Monitoring Plan for Training
Part 5: Summary of Success Stories

Summarize the results of the Success Stories related to the training events that were implemented for the targeted partner organizations and work groups.

1. How many Success Stories were collected that relate to this training event?

2. Summarize the most important aspects of the Success Stories related to the training event. Pay particular attention to the relationship between the objectives and results of the training in terms of trainees and the partner organization / work group. Relate the results mentioned in the Success Stories to the targeted SO, IR, and performance indicators.

Performance Monitoring Plan for Training
Part 6: Summary of Complementary Evaluations

If complementary evaluations related to training for the targeted partner organization / work group were conducted during the year, summarize the major conclusions and recommendations.

If no relevant complementary evaluations were conducted, please go to the next Link of the TRC.

1. What were the results of the evaluation that related to training events?

Performance Monitoring Plan for Training
Part 7: Targeted SO Narrative

Prepare a brief narrative (one to four paragraphs) for each targeted SO, IR, and sub-IR you identified in Parts 1 and 2 of the PMP-T.

Paragraphs should provide a concise summary of the results of training for each SO either directly through the SO-level indicators or indirectly through the IR- or sub-IR-level indicators.

Brief Narrative

Performance Monitoring Plan for Training
Part 8: SO 4.2 Narrative

Prepare a longer narrative (three to four pages) summarizing the results of training on the overall Mission program.

1. Narrative for SO 4.2 (Participant Training)

2. Refer to Part 5 of the PMP-T. Summarize the most important aspects of the Success Stories related to the training event. Pay particular attention to the relationship between the objectives of the training and the results of the training on both the trainees and the partner organization / work group. Relate the results mentioned in the Success Stories to the targeted SO, IR, and performance indicators.

PART FIVE – HANDOUTS

1. TRC Exercises 1-16
2. TEOL Instructions
3. TEOL Hands-on Session
4. TEOL Small Group Exercise
5. TRC Performance Monitoring Plan for Training forms
6. Evaluation Form

Exercise 1

Targeted Strategic Objectives

Before beginning this exercise, members of the extended SO teams meet to discuss the training components of the Mission SOs. All SOs that include training components should be discussed.

You are now ready to select one SO and to begin defining specific training events that will support the achievement of that SO.

Enter the selected SO below. This is the beginning of the training design process. You will repeat this exercise for each SO that includes training in the Results Package.

Targeted SO:

Exercise 2

SO Background Information

Summarize relevant background information about the SO here. Use the Results Framework, R4, and other background documents as references. Focus on training needs identified in these documents.

The information will provide the context for the training event(s)to be designed.

SO Background Information:

Exercise 3

Identify Intermediate Results and Indicators

- The following two exercises will help you continue the planning process by clarifying the appropriate IRs, sub-IRs, performance indicators, baselines, and targets that need to be considered when designing the training event(s).

- Before completing this exercise, the extended SO team will have met to identify the IRs and sub-IRs under the targeted SO that include training components. The IRs and sub-IRs are defined in the R4, which also includes the Performance Monitoring Plan for the SO.

The extended SO team reviews the Results Framework and R4 for the targeted SO and selects all of the IRs and sub-IRs that can be supported with training.

Enter the IRs / sub-IRs below.

IRs / sub-IRs:

Exercise 4

Performance Indicators, Baselines, and Targets

Record the performance indicators, baselines, and targets for each IR and sub-IR (from Exercise 3) that will be influenced by training.

Identify the indicators that can be used to help measure the results of training.

Performance Indicator:

Baselines:

Targets:

Exercise 5

Partner Organization Mapping
(Targeted Needs Assessment)

To create a clear picture of the Partner Organizations that have a stake in the achievement of the Mission's Strategic Objective, answer the following questions:

- Which Partner Organization(s) are working on the relevant SO/IR?
- Who is the point of contact for the PO?
- What part of the work is directly related to achieving the SO?
- What functions can training help improve?

PO #______

2. Partner Organization:__________________

PO Point of Contact Information:

____

3. History of USAID and other donor assistance to this partner organization:

1. Which POs are involved in achieving the targeted SO?

4. What functions of this PO will training help improve?

5. Identify major performance gaps in the PO:

Exercise 6

Work Group

What functions will training support?

Work Group

What functions will training support?

Work Group

History of USAID or other donor assistance to this work group

History of USAID or other donor assistance to this work group:

PO #______

What part of the PO's work is related to achieving the SO?

What functions of the PO will training help improve?

Which entities carry out the functions?

History of USAID or other donor assistance to this work group

History of USAID or other donor assistance to this work group :

Work Group

Work Group

What functions will training support?

What functions will training support?

Exercise 7

Identify Performance Gaps and Potential Types of Trainees

1. Define the specific performance gaps training will address.

2. Identify the specific job functions that need to be improved to fill the identified performance gaps.

   A. What new knowledge is needed?

   B. What new skills are needed?

   C. What attitude / awareness changes are needed?

3. Identify the individuals who currently perform the specific job functions.

4. What specific job functions / activities will individuals be expected to perform if they participate in training?

5. How will training improve the performance of the partner organization and work group?

Exercise 8

Training Inputs

1. Suggest the kinds of training interventions that will be needed to improve the performance of the partner organization or work group. Interventions may include:
   - one training event or a series of training interventions ;
   - a combination of workshops, on-the-job training, mentoring, and TA support; and
   - training in-country, in the U.S. , or in a third country.

2. Remember the SO and IR that you have targeted. Prioritize each proposed training event based on the following rankings:

   Rank A. Highest Priority—Extremely vital to the successful achievement of the SO/IR.

   Rank B. Secondary Priority—Important or desirable but not vital to the achievement of the SO/IR.

3. Identify where within the above rankings the priority for this event falls (select one):

   Rank A
   - A1—SO/IR cannot be achieved without it.
   - A2—SO/IR unlikely to be achieved without it.
   - A3—SO/IR attained with difficulty without it.

   Rank B
   - B1—Highly important or desirable.
   - B2—Important or desirable.
   - B3—Reasonably important or desirable.

Exercise 9

Enabling Environment

1. What pre- and post-training activities will be needed to support the application of on-the-job training? Who will be responsible for the pre- and postwork?

   <u>Training Event Name</u>
   - Prework (orientation, briefings)

   - Postwork (on-the-job mentoring, coaching)

2. What in-country activities will be offered by the trainees after the training to maximize the impact of the training - seminars, workshops, informal presentations?

   - Who will be responsible for organizing these events?

3. Specify the changes in the work environment that will be necessary to enable these results to occur (implementation of new policies and procedures, procurement of new equipment, supervisory and management support).

Exercise 10

Objective Writing—Practice Exercise

Below are poorly written training objectives. Use the space next to each objective to rewrite the objective with action verbs.

By the end of the training event, trainees will be able to

EXAMPLE OBJECTIVE	REWRITTEN OBJECTIVE	TYPE
1. Understand a new style of corporate management.		Knowledge
2. Become acquainted with financial accounting methods.		Skill
3. Appreciate the importance of policy reform.		Attitude

Exercise 11

Training Event Objectives

Before writing the objectives for the training event, review the following:

- IRs, sub-IRs and indicators;
- The knowledge, skills, and attitudes the training event should address;
- Results of exercises 1 -10; and
- The Performance Monitoring Plan for Training.

By the end of the training event, trainees will be able to

OBJECTIVE	TYPE
1.	Knowledge
2.	Skill
3.	Attitude

Exercise 12

Stakeholder Agreement / Initial Action Plan Preparation

To develop the stakeholder agreement and initial action plan, hold a conversation with stakeholders, including trainees and supervisor, by using the following discussion guide.

Discussion Guide

⌘ The following can be used with trainees to help develop the stakeholder agreement.

1. Please explain your organization's goals and mission
2. Describe your position / department / institution
    - What do you do?
    - Whom do you work with?
    - How many people do you supervise?
    - Who are your clients or customers?
3. What specific knowledge or skills do you think you need to do your job better?

Initial Action Plan

4. What specific plans do you have to use the new knowledge and skills when you return to your job?
5. How will you share with coworkers and staff the expertise you have gained when you return to the job?
6. Identify the support you expect from the technical advisers when you return to the job.
7. What support will you need from your organization / work group to ensure that you will be able to apply your new knowledge and skills when you return to the job?
8. How will you evaluate progress and success in implementing your action plan?
9. If you are selected to participate in the training event, are you willing to stay on the job for at least ___ months/years after returning. Are you willing to sign an agreement to that effect?

Exercise 13

Adult Learning Methodologies

1. Suggest the learning methodologies you think will support the achievement of the training objectives (select all that apply).

    _____ Workshops / training courses (including interactive lecturettes, focused discussion sessions, simulations, case studies, projects, and action plans)
    _____ Observational study tours
    _____ Conferences
    _____ On-the-job(OJT) training
    _____ Training-of-trainer (TOT) sessions
    _____ Sharing of best practices with subject matter experts
    _____ Hands-on computer software training

2. What other types of learning methods do you think might be useful to help trainees achieve the training objectives?

Exercise 14

Funding Priority

Before completing the exercise below, consult with the extended SO team and others (Mission management, other training personnel) to ascertain how vital the training event will be to the successful achievement of the SO and IRs. (Refer to the results of Exercise 10).

1. Does the SO team consider the training event to be (select one)

_____ Rank A. Highest Priority—Extremely vital to the successful achievement of the SO/IR

OR

_____ Rank B. Secondary Priority—Important or desirable but not vital to the achievement of the SO/IR

2. Within this rank, what priority does the SO team assign to this event (select one)?

Rank A

___A1—SO/IR cannot be achieved without it.
___A2—SO/IR unlikely to be achieved without it.
___A3—SO/IR attained with difficulty without it.

Rank B

___B1—Highly important or desirable.
___B2—Important or desirable.
___B3—Reasonably important or desirable.

Exercise 15

Training Management Considerations

Before completing the exercise below, the extended SO team should consult with the partner organizations and work groups to identify other pertinent information that will affect the design and delivery of the training event. These special considerations should include any information that, if not considered, could negatively affect the quality and effectiveness of the training.

1. Record any **Special Considerations** that must be taken into account in the design and delivery of the training event. Examples of special considerations include, but are not limited to the following:
   - course materials in both English and the host-country language;
   - course materials available to trainees X number of days in advance of the training;
   - special safety clothing available to the trainees to tour X facilities; and
   - training-of-trainers component included in the training event.

2. Provide any additional background information to clarify the special considerations.

Exercise 16

Training Event Information

1. What is the title of the Training Event?

2. Specify where the training event will take place (in-country, in the U.S., or in a third country).

3. What type of course is the training event? (new, repeat, modification of previously funded event)?

4. When will the training event take place (identify the quarter and year)?

5. How many trainees (men and women) will participate in the training event? Identify them, including the partner organization / work group they represent.

6. Identify any organizations / institutions that may be appropriate to receive the Request for Proposal (RFP) for the training event.

TEOL INSTRUCTIONS

Computer ____

1. ACCESSING TEOL

Screen should display "desk top"

(if not, and user password screen appears, hit the "enter" key)

- Point and click on Internet icon [blue "e"] at <u>bottom</u> of screen.

- A "Microsoft Network Explorer" error box will appear. Point and click on the "OK" button on box.

- At next screen, point and click on "Favorites" located on menu bar at top of screen. Another menu box will appear; scroll down to "TEOL" – point and click.

- The TEOL opening screen will appear. You are now ready to begin the exercise.

2. "ASSUMED" CONDITIONS PRECEDENT

1. Internet access: available, stable, usable
2. Compatible browser
3. User has basic computer skills and is familiar with the Internet (www)
4. Exercises in the TRC Workbook have been completed
5. The TEOL User's Guide has been read

- FOR THE HANDS-ON, SMALL GROUP EXERCISES, we will be working "off line" using a special network developed for today.

- User names and passwords are : ______
- The demonstration countries are: ______

3. REPOSITORY SITE:

Enhancements:

- Mission SO language, in addition to E&E SOs will be added;
- Summary Table – "matrix" of information from Training Event Request Forms
- Executive Narrative – "cover" sheet to include information the Mission requires such as total funding available, funding by SOs, other USAID-funded training activities

Screens: View plans by SO, FY, Country Mission

Listed will be any TERFs you are developing, all approved TERFs for your country Mission, all completed Training Events E&E wide.

4. GETTING STARTED

Point and click on box labeled "Develop New Training Event" located at left of screen.

- A blank Training Event Request Form (TERF) will appear.

ICONS: Save Close Copy

Status Box: "Under Development"

- Enter the information derived from the TRC Workbook Exercises.

- Remember to “save” you work. “Save” buttons will be installed at the end of each Section but for this exercise, it is located at top and bottom of form.

- For this exercise, scroll to those sections in the **TERF** for which you have completed TRC exercises.

- It is not necessary to enter information in all sections and you need not enter the information as presented – skip around, go back & forth, fill in and/or change information as it becomes available.

    - Recommend you take turns entering exercise responses. For those groups that finish before the time is up, go back to those sections and subsections that you have not filled out – enter best “guestimates”.

    - **SAVE** you work. If you would like a hard copy, point and click on the “PRINT” icon located at the bottom of the form

5. Relationship of TEOL/ TERF format to TRC Exercises

TEOL/TERF		TRC Exercise #
Section A.1		1
Section B.1		2
Section B.2		3 & 4
Section B.3		3 & 4
Section	B.4a	5
	B.4b	6
	B.4c	5
	B.4d	6
Section	B.5a	7
	B.5b	7 & 9
	B.5c	9
Section B.6		10 & 11
Section B.7		8
Section B.8		8 & 14
Section C.1		15
Section C.2, C.3, C.4, C.5, C.6, C.7		16
Section E.1		6 & 7

Review other sections; fill in if possible.

TEOL HANDS-ON SESSIONS

This hands-on session provides you with an opportunity to "play" around with the TEOL/TERF site and gain more experience with it. Please remember that this is an off-line version, networked especially for this training session. Feel free to skip around, change status as suggested below. If you want, you may start to develop a "real" training event and print it out.

General Directions: (Refer to your User's Guide and TRC workbook for details as needed)

1. Those assigned as Author (if no Author, then Editor) access website, access TEOL
    - Enter User Name/Password
    - Double click on entry from Wednesday morning group exercise
    - Click on EDIT icon
    - Complete entering information without worrying about typos, format, etc.
    - Save – close document – check Repository – back out of website

2. Those assigned as Editor: access website, access TEOL
    - Enter User Name/Password
    - Double click on entry from Wednesday morning group exercise
    - Click on EDIT icon
    - Review information on document; make changes as needed: add, delete, correct, etc.
    - Go to Section H and enter your name, title, and today's date (mm/dd/yyyy)
    - Go to bottom of form – click on SAVE icon
    - At top of form, change status to PROPOSED – system
    - will "bounce" back to Repository – to re-check, double click on event title – click on EDIT icon - review
    - Save – Close – Check Repository – Back out of website

3. Those assigned as Managers: access website; access TEOL
    - Enter User Name/Password
    - Double click on entry marked "PROPOSED"
    - Click on EDIT icon
    - Review information on document; make changes as needed: add, delete, correct, etc.
    - Go to Section H and enter your name, title, and today's date (mm/dd/yyyy)
    - Go to bottom of form – click on SAVE icon
    - At top of form, change status to APPROVED
      (other status include: NOT APPROVED, CANCELED, ((click here to return to previous screen)) = PREVIOUSLY APPROVED)
    - Computer will "bounce" back to Repository - to re-check, double click on event title – click on EDIT icon - review

- Save – Close – Check Repository to confirm that status has changed
- Double click on APPROVED event
- Click on EDIT
- Change status to COMPLETED - Computer will "bounce"
- back to Repository - to re-check, double click on event title – click on EDIT icon - review
- Scroll down to Section I (pretend event has been completed) enter information
- Save – Close – check repository

Group members may now (should) check to see if other country's completed events now turn up in Repository for their review and to copy if appropriate.

An addendum to the TEOL User's Guide is currently being drafted for USAID staff (and implementing contractor staff) responsible for training.

TEOL SMALL GROUP EXERCISE

The next exercise links the TRC to the TEOL to begin developing a Training Event.

The following stations are assigned:

Author1	Editor1	Manager1
Author2	Editor2	Manager2
Author3	Editor3	Manager3

TASK

1. Objective: Enter information from the TRC exercise into TEOL/TERF system

2. Process:
   - All members of an SO Team – all have access level 2 – AUTHOR status
   - Take your Banner Map and TRC exercises to your Terminal

3. Each team member should take a turn at the computer

4. Access website, then go to TEOL site

5. Enter User Name and Password: Author# (on your computer)

6. Note icons – save work – close – look for entry in Repository – back out of web site

7. Next user accesses web site, then TEOL; enters users name and password; double click on entry

8. Click on icon marked edit – enter information – save – close – check repository – back out of web site

Components of the Performance Monitoring Plan for Training (PMP-T)

Part 1: Performance Monitoring Plan for Each Targeted Strategic Objective and Intermediate Result

Part 2: Baseline, Expected Results, and Actual Results for Each Targeted SO/IR

Part 3: Summary of Final Training Event Reports

Part 4: Summary of Major Conclusions from Follow-up Interviews

Part 5: Summary of Success Stories

Part 6: Summary of Complementary Evaluations

Part 7: Targeted SO Narrative

Part 8: SO 4.2 Narrative

Performance Monitoring Plan for Training
Part 1: Performance Monitoring Plan for Each Targeted Strategic Objective and Intermediate Result

Performance Indicator	Indicator Definition and Unit of Measurement	Data Source	Method/ Approach to Data Collection	Data Acquisition		Analysis and Report	
				Schedule Frequency	Responsible Office/ Individual	Schedule by Report	Responsible Office/ Individual
Targeted SO							
1	Definition: Unit:						
2	Definition: Unit:						
3	Definition: Unit:						
IR							
1	Definition: Unit:						
2	Definition: Unit:						
3	Definition: Unit:						

Performance Monitoring Plan for Training
Part 2: Baseline, Expected Results, and Actual Results for Each Targeted SO/IR

Performance Indicator	Indicator Definition and Unit of Measurement	Baseline Data		Expected and Actual Results					
				1999		2000		2001	
		Year	Value	Expected	Actual	Expected	Actual	Expected	Actual
Targeted SO									
1	Definition: Unit:								
2	Definition: Unit:								
3	Definition: Unit:								
IR									
1	Definition: Unit:								
2	Definition: Unit:								
3	Definition: Unit:								

Performance Monitoring Plan for Training
Part 3: Summary of Final Training Event Reports

Summarize the results of all final training event reports that relate to training events designed to support the achievement of the targeted SO.

The summary will become a reference for the design of additional training events and the R4 process.

1. What major conclusions can be drawn about the implementation of the training events? Were trainees satisfied with the management of the training events?

2. Based on the exit questionnaires, did trainees think they had achieved the objectives of the training events?

3. Were trainees satisfied with the design of the training events and the methodology used during training sessions?

Performance Monitoring Plan for Training

Part 4: Summary of Major Conclusions from Follow-up Interviews

Review stakeholder agreements and action plans to clarify the KSAs, training objectives, and expectations for trainees.

1. What was expected of trainees when they returned from the training event?

2. When trainees returned to the job, what were individual trainees responsible for in terms of improved work output or product quality?

3. What changes were needed in the work environment to enable trainees' work performance to change?

4. Identify results.

   A. What new KSAs have the trainees transferred to the workplace?

   B. What changes have been made in the work environment to support the implementation of the new KSAs?

Performance Monitoring Plan for Training

Part 5: Summary of Success Stories

Summarize the results of the Success Stories related to the training events that were implemented for the targeted partner organizations and work groups.

1. How many Success Stories were collected that relate to this training event?

2. Summarize the most important aspects of the Success Stories related to the training event. Pay particular attention to the relationship between the objectives and results of the training in terms of trainees and the partner organization / work group. Relate the results mentioned in the success stories to the targeted SO, IR, and performance indicators.

Performance Monitoring Plan for Training

Part 6: Summary of Complementary Evaluations

If complementary evaluations related to training for the targeted partner organization / work group were conducted during the year, summarize the major conclusions and recommendations.

If no relevant complementary evaluations were conducted, please go to the next Link of the TRC.

1. What were the results of the evaluation that related to training events?

Performance Monitoring Plan for Training
Part 7: Targeted SO Narrative

Prepare a brief narrative (one to four paragraphs) for each targeted SO, IR, and sub-IR you identified in Parts 1 and 2 of the PMP-T.

Paragraphs should provide a concise summary of the results of training for each SO either directly through the SO-level indicators or indirectly through the IR- or sub-IR-level indicators.

Brief Narrative

Performance Monitoring Plan for Training
Part 8: SO 4.2 Narrative

Prepare a longer narrative (three to four pages) summarizing the results of training on the overall Mission program.

1. Narrative for SO 4.2 (Participant Training)

2. Refer to Part 5 of the PMP-T. Summarize the most important aspects of the Success Stories related to the training event. Pay particular attention to the relationship between the objectives of the training and the results of the training on both the trainees and the partner organization / work group. Relate the results mentioned in the Success Stories to the targeted SO, IR, and performance indicators.

TRC Training Session
Evaluation Form

On a scale from one to five, please rate the degree to which the training helped you meet the following objectives: 1 = the objective was not met; 5 = the objective was met very successfully.

Objective:

Participate in hands-on training sessions on how to:

- use the Training-for-Results Chain (TRC) to help design and monitor training events that support the achievement of Mission Results Frameworks; and

objective not met 1 2 3 4 5 objective successfully met

- complete a Training Event Request Form using the TRC and the Training Events On-Line (TEOL) system

objective not met 1 2 3 4 5 objective successfully met

1. Which sessions did you find most useful?

2. Which sessions could have been done better?

3. What comments do you have on the following?

- Design and organization of the training.
- Relevance to the issues you are dealing with.
- Facilitator(s).
- Program coordinators.
- Logistical Arrangements.

4. What final comments do you have for the workshop organizers?

Please check:
____USAID ____Contractor

ATTACHMENTS -TIPS FOR TRAINERS

1. Effective Adult Learning
2. Facilitation Skills for Trainers and Group Facilitators
3. Making Interactive Presentations
4. Small Group Work
5. How to Work with Overhead Transparencies
6. Tips for Making Flipcharts

Effective Adult Learning

- Makes explicit links between real world and content.
- Is participatory – provides opportunities to share or contribute ideas.
- Includes practice in the use of skills or of frameworks.
- Integrates and makes links between sessions/topics.
- Uses a mix of methodologies.
- Matches method to content in ways appropriate for the learning you are trying to achieve.
- Challenges trainees to be analytical.
- Helps trainees identify the relevance/importance/applicability to their work.
- Balances individual and group context for learning.
- Supports theoretical frameworks with concrete examples.
- Provides materials/resources that eliminate obstacles to learning.

Facilitation Skills for Trainers

Introduction

Facilitation skills are important for everyone, but are especially critical for trainers. Communication may appear to be simple, but it is one of the more complex things that human beings do. Many things can go wrong in this process. For example, you may send a message which you think is clear, while the person receiving it may not understand it in the way it was intended. Sometimes you have things on our mind; you are distracted and do not "hear" or listen very carefully.

Although the range of communications activities and the skills involved encompass most of human interchange, there are three very important facilitation skills that a trainer can learn or enhance in a relatively short time: asking questions, paraphrasing, and summarizing.

1. Asking Questions

- Asking Questions is a critical open communication skill.
- Questions can be asked in two ways - closed questions and open-ended questions.

Closed Questions

Closed questions generally result in yes/no or other one-word answers. They should only be used when you want precise, short answers. Otherwise, they inhibit discussion. The closed question can be answered with one word.

Example:

Trainer: Do you think that recommendation will work?
Trainee: No.

Open-ended Questions

The open-ended question requires elaboration. "Tell me what you liked about that recommendation", seeks information. How? What? Why? are words that are used to begin open-ended questions.

Trainer: What did you like about that recommendation?
Trainee: I think it is a good strategy for resolving the issue, one that can be implemented without expending a lot of resources.

Trainer: What kinds of goals did the group set?
Trainee: They set a wide range of goals. The first was...

2. Summarizing

The purpose of summarizing is to:

- Pull important ideas, facts, or data together.
- Establish a basis for further discussion or to make a transition.
- Review progress.
- Check for clarity; check for agreement.

By using summarizing in a conversation, you can encourage people to be more reflective about their positions as they listen for accuracy and emphasis.

Summarizing requires you to listen carefully, in order to organize and present information systematically. Summarized information ensures that everyone in the discussion is clear about what transpired in the just-completed portion of the discussion.

For example, a trainer may summarize to ensure that trainees remember what has been said or to emphasize key points made during a group discussion. In these instances, summarizing is very useful. Some starter phrases to help you begin a summary are:

- There seem to be some key ideas expressed here...
- If I understand you, you feel this way about the situation...
- I think we agree on this decision to… what we are saying is that we intend to…

A real value of summarizing is that it gives you the opportunity to check for agreement. If people do not agree, it is better for you to know during the discussion than to find out later when a task is not completed or a deadline is missed. One of the most common complaints is that some people think an agreement has been reached, yet things do not occur as planned afterwards. In many instances, that is because there was not really agreement during the discussion.

As an example of summarizing, assume that someone named Joan has talked for 3 or 4 minutes, and you summarize as follows:

> Let me see if I have it straight, Joan. First, you say the work is boring, not carefully scheduled, and finally, you are concerned about the number of hours people are expected to work, correct?

As another example, the discussion has gone on for several minutes and you summarize as follows:

> In talking about this issue, we have come up with three main points. . .

In summary, this communication skill is a deliberate effort on the part of a person to pull together the main points made by the person or persons involved in the discussion.

3. Paraphrasing

Paraphrasing is simply restating what the other person has said in your own words. The prefix "para" means along side, as in the word parallel.

The process of paraphrasing is very much like catching a ball and throwing one back, except that the ball you throw back is your own and perhaps a bit different from the original ball. Nonetheless, it is still a ball. You can throw back the other person's ideas by using such beginning phrases as:

You are saying...

In other words...

I gather that...

If I understood what you are saying...

The best way to paraphrase is to listen very intently to what the other is saying. If, while the other person is talking, you worry about what you are going to say next or are making mental evaluations and critical comments, you are not likely to hear enough of the message to paraphrase it accurately.

It is helpful to paraphrase fairly often, so that you develop a habit of doing so. You can even interrupt to do so, since people generally don't mind interruptions which communicate understanding. For example, "Pardon my interruption, but let me see if I understand what you are saying..."

Example:

Trainee: It seems the basic problem is that some of the people don't know how to use the management information system.

Trainer: In other words, you see the problem as lack of know-how.

Another example:

Trainee: I think the most important thing is to tell the staff member clearly and directly how he is contributing to the problem.

Trainer: So you are saying it's important to tell the staff member directly what he is doing that impacts on the problem.

4. Other Facilitation Skills

In order to make it possible for others to contribute, or to speak up in either one-on-one or in group situations, they need to feel that their views are valued. What helps in these situations is to enhance the process of asking questions, paraphrasing and summarizing, using both non-verbal and verbal cues.

Examples include:

- Nodding one's head.
- Maintaining eye contact, open body position.
- Picking up on the last word or two of someone else's sentence.
- Repeating a sentence, or part of a sentence.
- Asking someone to "Say more about that."
- Saying "That's good, does anybody else have something to add?

Making Interactive Presentations

Adults prefer short, concise presentations when acquiring new information or when learning a new theory or framework. Their prime listening time ranges from 10 to 20 minutes; therefore it is best to make the most out of that period of time, and that does not mean dumping as much information as possible in a few minutes. It means making a careful selection of what will truly add value from the learner's perspective and distilling the essence from the material in order to effect the greatest possible impact.

Adults have a need to interact quickly with new material in order to relate what they are learning to their life experiences; therefore, they appreciate the opportunity to respond to questions that help them draw on their experience. Furthermore, adults benefit greatly from listening to the responses of their fellow learners. They also want to hear examples to which they can relate, that help them make comparisons with their own situation and to begin visualizing and internalizing the material. In order to absorb and retain information, adults need to see the material summarized in a way that is clear, simple, brief, and attractively presented.

These needs present challenges to trainers, who are often confronted with the pressure of conveying a large amount of information in a short period of time. There always seems to be too much and the decisions are not easy about what to present and how.

What you need to think about as you prepare your presentation

1. Determine how the presentation fits with overall session objectives:

    - Why it is important to this group of participants
    - How it builds toward the experiential activity that follows
    - The learners level and experience with the subject matter.

2. Organize the content and structure the presentation:

    - Identify the key points of the presentation
    - Decide what visual aids you plan to use and how to present them
    - Devise a plan for starting the presentation
    - Choose examples that will enrich the content
    - Prepare questions to ask participants
    - Anticipate questions or issues participants may raise
    - Plan how you will conclude and make a transition to the next part of the session
    - Practice and check the timing to make sure the presentation is not too long.

What you need to think about during your presentation

- Make sure everyone can hear you and see you - show your interest in the material by varying

your voice tone and using open gestures
- Monitor how much you are talking and how much time you are giving the participants to interact
- Use all of the facilitation skills including asking questions, paraphrasing, summarizing and encouraging
- Keep track of your visual aids and keep the principal ones accessible and visible throughout the presentation
- Pace yourself so that the presentation does use up the time you want to devote to the experiential activity that follows.

Some techniques for making your presentations more interactive

- Pose questions to the group. Facilitate the group to answer the question rather than answering it yourself.

- Create discussion points in your presentation. Pick something that is an important learning point; ask the group their opinion. Get part of the group analyzing it from one direction and another part of the group from the opposite. Facilitate participants presenting their views to one another. You can then give your opinion.

- Give problems to solve. Have the participants work out the problem individually. Then ask for answers. Take several. Add you input to theirs.

- Occasionally give participants short (one, two or three pages) content pieces to read and then discuss it.

- Have participants turn to the person they are sitting next to and think through a problem or an issue. Then ask for several responses. Add your input to theirs.

- Ask the participants questions, draw points out of them. Let this make up the basic content of your presentation.

Small Group Work

Small group work can serve a variety of purposes:

- Building problem solving skills to deal with a particular issue or problem (case studies, critical incidents, etc.).

- Building planning skills to deal with ways to approach a particular issues or opportunity (strategy development, developing a work plan).

- Providing opportunities for participants to react to each other's approach, giving advice, feedback and constructive help.

- Providing opportunities for participants to share experiences, both problems and solutions that might be helpful.

Making Small Groups Work Effectively

1. Keep small groups to 3-6 people.

   You may want to assign people to groups to ensure a certain mixture, allow them to self-select, or randomly mix the groups. Whatever criteria you use to mix the groups be sure to explain what was used.

2. Be very clear in giving task instructions to small groups.

   Giving effective task instructions demands precision and thoughtfulness. Remember to be attentive to wording, to spell out the expected result(s), to identify the sequence of steps for producing the result, to provide enough time, and to explain the report out format.

3. Monitor the small groups unobtrusively.

   Watch, without interfering, to be sure that participants have understood the task, they are not having problems, or they have not gotten hopelessly entangled in another conversation or war story.

4. Keep track of time.

   Give the small groups periodic time checks and a five-minute warning before stopping their discussions.

5. Have a plan for how to manage the small group reports to the large group.

   The following are typical small group reports:

   a. Subgroup samples: Used when groups have been asked to compile the same kinds of list. "Let's hear a couple of qualities that each subgroup identified".

   b. One complete report plus additions: Used when the subgroups have been given different assignments. "Group 1, tell us what your found or developed." After the report other groups are asked to add to that information.

   c. Formal presentations: Most effective when the subgroups have been assigned different tasks or have been asked to take a slightly different approach to some aspect of the same task. Each group gives a full presentation of their discussion points.

   d. Polling: Used when the end product is a single answer.

6. Use facilitation skills to manage the processing discussion during the small group task report out.

   a. Asking questions
   b. Paraphrasing
   c. Summarizing
   d. Encouraging

How to Work with Overhead Transparencies

An overhead projector is an educational aid by which your audience will learn more and retain more since they are receiving information both verbally and visually. It is a communication system that is simple, flexible and convenient.

The purpose for using overhead transparencies is to project graphic materials that are otherwise too small to be effective. Transparencies allow you to present sequential information and build upon an idea. In addition, you can keep the light level in the room at a moderately high level so you can maintain contact with your audience.

Your Position at the Projector

- You operate an overhead projector in the front of the room as you stand beside it facing the audience. The projection screen is behind you.

- Make certain that the neck and lens of the machine do not interfere with the audience's view of the projected material and that in giving the presentation you yourself do not obstruct their view.

Adjusting the Angle of Light

- When you turn on the projector, the reflected light may strike the screen creating an effect that is narrow at the bottom and wide at the top.

- To correct the problem, raise the lens higher. This will eliminate the angle from lens to screen. If you are using a roll screen, tying back the lower level will also correct the angle.

- Place the transparency on the glass table-like surface of the projector where you can refer to details which are projected on the screen. Make sure it is properly positioned so no light leaks or awkward angle of the image occurs on the screen. Progressive disclosure of the material on the transparency can be accomplished by sliding a cover sheet of paper away from topics or areas of the transparency to be shown.

- If you decide to use a pointer, use a thin device such as a toothpick or paperclip. Any larger object (pencil, pen) will project too great a magnification. Also, the quivering of your hand will show on the screen. Don't hold it over the platform.

Changing Transparencies

- You can annoy and lose the attention of your audience by allowing a blast of hot white light to startle them between transparencies.

- To avoid this problem, maneuver the next transparency into position as you remove the preceding one in a quick smooth simultaneous transfer.

- Another method is to merely turn off the light, remove the old transparency and position the next one, then turn on the light.

- Remember to turn off the projector when you do not want the attention of the audience directed at the screen.

Tips for Making Flipcharts